DOCUMENT RESUME

ED 180 331 HE 012 061

TITLE	Resources for Change: A Guide to Projects 1979-80. The Fund for the Improvement of Postsecondary Education.
INSTITUTION	Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
PUB DATE	79
NOTE	143p.
AVAILABLE FROM	Fund for the Improvement of Postsecondary Education, 400 Maryland Avenue, NW, Washington, DC 20202
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Access to Education: *Change Strategies: College Choice: College Curriculum: Colleges: College Students: *Educational Improvement: Educational Research: *Federal Aid: Federal Programs: Financial Support: Government School Relationship: *Grants: Higher Education: Minority Groups: Nontraditional Students: *Postsecondary Education: Projects: Universities
IDENTIFIERS	*Fund for Improvement of Postsecondary Education

ABSTRACT

A total of 180 projects supported by the Fund for the Improvement of Postsecondary Education under its 1979-80 Comprehensive Program are described. The Comprehensive Program is viewed as the core of the Fund's activities providing improved access and quality in postsecondary education by addressing a broad range of educational needs. Project descriptions are listed alphabetically and by problem area. Eight problem areas comprise the Comprehensive Program: (1) extending educational opportunity: (2) meeting individual needs: (3) improving programs, personnel and instruction: (4) creating and applying more meaningful criteria for the award of postsecondary credentials: (5) reducing costs: (6) helping people make better choices about higher education: (7) making better use of educational resources: and (8) preserving institutional vitality in the face of growing rigidity and regulation. The projects are further broken down into the following categories: improvement approach, curricular content, institutional type, population served, and region. The project descriptions are brief and include the name of the project director and the project address. In addition to the Comprehensive Program the Fund conducted three special competitions: Special Focus: Adapting Improvements: Better Strategies for Educating Adults: National Project IV: Examining the Varieties of Liberal Education: and the HEW/DOL Program: Unemployed Youth: A Postsecondary Response. Brief descriptions and introductory material on each of these programs is also included. (Author/SF)

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U.S. Department of
Health, Education,
and Welfare
Education Division

Resources for Change
A Guide to Projects 1979-80

The Fund for the
Improvement of
Postsecondary
Education

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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U.S. Department of Health, Education, and Welfare
Education Division

Resources for Change
A Guide to Projects 1979-80

The Fund for the Improvement of Postsecondary Education

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Patricia R. Harris, *Secretary*

Education Division
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Fund for the Improvement of Postsecondary Education
Charles I. Bunting, *Acting Director*

The Fund

Established by the Education Amendments Act of 1972, the Fund seeks to encourage reform, improvement, and innovation in postsecondary education. The Fund will remain a separate organizational unit within the new Department of Education under the general supervision of the Assistant Secretary for Educational Research and Improvement.

The Director and staff of the Fund are responsive to a 15-member Secretarially-appointed Board of Advisors composed of educational and public interest representatives. They assist in the determination of funding priorities and in the review of proposals.

The Fund provides assistance to postsecondary educational institutions and agencies, including not only colleges and universities but also private trade, technical and business schools; counseling, referral and testing agencies, professional associations; state educational agencies; new as well as established educational institutions; student organizations; cultural institutions and organizations; and free-standing community groups.

Foreword

This, the fifth issue of Resources for Change, includes the descriptions of the 180 projects supported by the Fund under its 1979-80 Comprehensive Program. The projects address the broad range of educational needs represented in the proposals submitted under this program. About half the projects are newly funded, and half are renewals. The Comprehensive Program is the core of the Fund's ongoing activities; it enables us to listen and respond to the need for improved access and quality in postsecondary education as expressed by those in the field.

In making its awards, the Fund looks for significant improvements in educational practice. Projects range from appropriate adaptations of existing models in new settings to bold departures from current practice. Always, the Fund is looking for significant improvement rather than mere novelty.

Although the project descriptions are listed alphabetically, we have also included a section titled Brief Descriptions of Projects by Problem Area, which lists and briefly describes the projects under each of the eight problem areas that have comprised the Comprehensive Program for the past 4 years. Please note, however, that virtually every Fund project could probably be listed under other problem areas as well as the one chosen here. Readers who want further breakdowns of projects by categories should consult the indexes at the back of the book; they list the projects by Improvement Approach, Curricular Content, Institutional Type, Population Served, and Region.

The heart of the book is the project descriptions themselves. Once again, these have been chiefly written by the project directors themselves. However, in an effort to achieve wider distribution of Resources, we have changed the format to accommodate two descriptions per page. The book is shorter and costs less to print, enabling us to print more copies for the same price. In addition, this book is now available "free" upon request from our office.

In addition to the Comprehensive Program this year, the Fund conducted three special competitions: Special Focus: Adapting Improvements: Better Strategies for Educating Adults; National Project IV: Examining the Varieties of Liberal Education; and the HEW/DOL Program: Unemployed Youth: A Postsecondary Response. Brief project descriptions and introductory material on each program are also included in this volume beginning on page 91.

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A. EXTENDING EFFECTIVE EDUCATIONAL OPPORTUNITY TO THOSE STILL NOT ADEQUATELY SERVED BY THE SYSTEM

American Center for the Quality of Work Life, Washington, D. C. 3

Continues to introduce the concept and methods of educational brokering at two worksites.

American Foundation for Negro Affairs, Philadelphia, Pennsylvania 3

Provides minority students with a variety of educational activities designed to acquaint them with the legal profession, and to enhance their chances of gaining access to college and, ultimately, to graduate law programs.

Board of Regents of the University of Colorado-Boulder, Boulder, Colorado 7

Facilitates the entry of Native American students into science and related careers.

Board of Regents of the University of the State of New York, Albany, New York 7

Continues to work with three different types of noncollegiate organizations over a 2-year period to develop models of educational advisement in the employment setting.

Boricua College, New York, New York 8

Develops field internships for Puerto Rican students which combine practical and theoretical learning and provide financial resources for low income students to attend college.

Brooklyn College - City University of New York, Brooklyn, New York 9

Expands Project Chance: Alternatives for Women at Brooklyn College, a Life Planning Program for Women providing learners with vocational exploration, with emphasis on providing information on non-traditional occupations, and a life planning core curriculum with emphasis on math and science - incorporating support groups with the structure of the curriculum.

Center for Education for Non-traditional Students, Minneapolis, Minnesota 13

Assists campuses, first in Minnesota, and later in five state areas, to identify and remove programmatic, attitudinal, and physical barriers to the education of the handicapped through conferences, workshops, and a newsletter.

Center for Field Research, Belmont, Massachusetts 13

Expands opportunities for minority and female participation in scientific field research projects, which are organized through the volunteer network, Earthwatch.

Colegio Cesar Chavez, Mt. Angel, Oregon 15
Implements a transitional educational program for adult Chicanos helping them matriculate into a B.A. degree program.

Commonwealth Job Development Center, Hato Rey, Puerto Rico 18
Continues to establish adult education for Puerto Ricans living in housing projects, through the use of community educational resources, volunteers, professionals, and learning facilitators.

Community Congress of San Diego, San Diego, California 19
Continues to create educational opportunities for workers in community-based human service organizations.

Council for Opportunity in Graduate Management Education, Inc., Cambridge, Massachusetts 20
Focuses on the under representation of minorities in graduate schools of management.

Education Network for Older Adults, Chicago, Illinois 25
Continues to increase educational opportunities for older adults by developing ties with over 20 colleges and universities and over 25 social service agencies in the Chicago metropolitan area.

Educational Testing Service (ETS), Princeton, New Jersey 26
Investigates the demographic and economic characteristics of minority students seeking assistance to attend graduate and professional school.

Enchanted Places, Taylor, Texas 26
Continues to develop an educational program to overcome barriers to postsecondary education faced by women in rural areas.

Institutional Development and Economic Affairs Service (IDEAS), Nederland, Colorado 34
Adapts the successful Foxfire Learning process involving migrant youth in a postsecondary learning experience.

Incarnate Word College, San Antonio, Texas 32
Continues to establish an outreach program to serve older, single, and bilingual women in San Antonio.

Intercultural Resources Development, Inc., New York, New York 35
Establishes a Hispanic Women's Learning Resource Center which serves the educational and career needs of Hispanic women in New York City.

LULAC National Educational Service Center, Inc., Washington, D. C. 41
Conducts research and evaluation activities designed to explore the relationship between counseling and financial aid services and the persistance of Hispanic students in college.

Lutheran Social Mission Society, Philadelphia, Pennsylvania 41
Continues to improve curriculum and educational and employment counseling for working class women in a community-based college program that offers an A.A. degree in cooperation with the Community College of Philadelphia.

Manhattan Adult Learning and Resource Center, Manhattan, Kansas 43
Expands and enriches HARVEST, a rural education program in Kansas.

National Manpower Institute (National Center for Educational Brokering), Washington, D. C. 52
Enables clerical workers to assess their own skills, examine the overall employment structure of the industries in which they are employed, formulate career plans, and acquire the education and/or training necessary to achieve desired occupational mobility.

Northwest Community College, Nome, Alaska 56
Continues to establish community learning centers in rural Alaska.

Pace Institute, Inc., Chicago, Illinois 59
Continues to counsel and teach jail inmates how to obtain and retain employment after release.

Pikeville College, Pikeville, Kentucky 62
Continues to develop four satellites offering non-credit courses for isolated and economically depressed individuals who fear and distrust traditional education.

Polytechnic Institute of New York, Brooklyn, New York 62
Continues to increase the participation of minority women in management and management related fields through a collaborative A.A.S./B.S./M.S. program involving graduates of New York City Community College.

Rhode Island College, Providence, Rhode Island 65
Establishes a personalized, work-related program at an urban educational center for minority students in Providence.

Saint Mary College, Leavenworth, Kansas 67
Continues to develop to its full capacity a cooperative A.A./B.A. program serving the educational needs of working adults in the inner city of Kansas City.

San Diego State University Foundation, San Diego, California 69
Extends the impact of an existing program for older adults by delivering courses to senior citizens via cable television.

Sinclair Community College, Dayton, Ohio 71
Continues to help adults identify their life learning, translate this into credit, and thus develop a portfolio.

Solidaridad Humana, Inc., New York, New York 72
Continues to establish itself as a comprehensive educational institution providing independent study, contract learning, vocational education, and an effective path to postsecondary education for Hispanics.

Standing Rock Community College, Fort Yates, North Dakota 73
Continues to collaborate with North Dakota State College to offer junior and senior level programs in social services to meet the needs of a Sioux Indian reservation.

State University of New York - Geneseo Migrant Center, Geneseo, New York 75
Extends educational opportunities to interstate migrant youth.

Tufts University, Medford, Massachusetts 77
Continues to convene citizens, volunteers, faculty, and graduate students to define urban problems.

United Auto Workers (JAW), Detroit, Michigan 78
Continues to design a six-unit retirement and life planning program for UAW blue collar workers.

United Church of Christ - Cedar Lake Home, Westbend, Wisconsin 79
Expands educational programs to professionals and para-professionals in health care fields through practical experiences involving community members of all ages.

Vincennes University, Vincennes, Indiana 80
Continues to assist welfare recipients, particularly mothers, in preparing for the successful completion of a 2-year occupational program or transfer to a college program leading to employment.

University of Washington, Seattle, Washington 83
Continues to offer a graduate program in tribal administration that serves in-career students nominated by their respective tribes.

Wayne State University, Detroit, Michigan 83
Enables three other colleges and universities to adapt a flexible B.A. program for working adults.

WNET/13 - Office of Higher and Continuing Education, New York, New York 87
Develops courses and refines an educational delivery system for adult learners at community and workplace learning centers in the New York metropolitan area.

B. MEETING INDIVIDUAL NEEDS IN A MASS SYSTEM

College Entrance Examination Board, New York, New York 15
Develops adult learning needs assessment instruments to be tested by seven colleges and universities.

University of the District of Columbia, Washington, D. C. 23
Initiates a teaching improvement program through the use of self-led student learning groups.

University of Florida, Gainesville, Florida 28
Continues to enlist students to serve in a variety of peer-teaching roles in large lecture classes.

Loretto Heights College, Denver, Colorado 39
Continues to offer University Without Walls 1-month seminars for individuals making the transition from work to education.

University of Maryland - College Park, College Park, Maryland 44
Expands and evaluates the use of retired engineers and social scientists as university tutors.

University of Minnesota, Minneapolis, Minnesota 49
Continues to assist faculty to better adapt their instruction to the developmental and learning characteristics of their students.

Pacific Basin School of Textile Arts, Berkeley, California 59
Will expand its certificate program in the textile arts.

Puerto Rico Junior College, Rio Piedras, Puerto Rico 64
Establishes study centers throughout the island so that students enrolled in courses carried on cable TV can take examinations, receive tutorial and remedial assistance, attend workshops and orientations, and interact with other students on an informal basis.

Vermont State Colleges, Montpelier, Vermont 80
Continues to create an external degree program for adults using the "learning contract" method and mentoring.

West Virginia Institute of Technology, Montgomery, West Virginia 85
Establishes an off-campus labor school offering certificates and B.A. degree options for adults in southern West Virginia.

C. IMPROVING PROGRAMS, PERSONNEL AND INSTRUCTION FOR MORE EFFECTIVE EDUCATION

American Indian Higher Education Consortium, Denver, Colorado 4
Works with newly established tribally-chartered Indian community colleges to prepare them for accreditation status and developing institution support.

University of Arizona, Tuscon, Arizona 5
Continues to adapt the PLATO system of computer assisted instruction for use with Indian students.

Baldwin-Wallace College, Berea, Ohio 6
Continues to re-examine the college's curriculum in light of its new mission statement.

Birmingham-Southern College, Birmingham, Alabama 6
Continues to institutionalize experiential learning contracts.

Bronx Community College - City University of New York, Bronx, New York 8
Expands a clearinghouse which disseminates information and provides technical assistance to teachers, counselors, and administrators dealing with the problems of under-prepared students.

Brooklyn College - City University of New York, New York, New York 10
Improves peer tutoring in writing nationwide through an interdisciplinary seminar program for faculty.

Brooklyn College - City University of New York, Brooklyn, New York 9
Develops a summer institute in Women's Studies to train 80 high school teachers, counselors, and administrators.

University of California - Santa Barbara, Santa Barbara, California 11
Develops and implements a new multidisciplinary major for undergraduates in applied mathematics.

Campus-Free College, Washington, D. C. 11
Aids community and neighborhood-based change by developing academic programs for staff and volunteers in community organizations.

Clark College, Atlanta, Georgia 14
Continues to involve faculty in a major restructuring of the lower division to create a general education program.

College for Human Services, New York, New York 16
Extends a professional education model in the human services to two developing sites located in Florida and California.

College of Staten Island, City University of New York, Staten Island, 16
Continues to restructure the freshman year to address the problem of attrition.

Colorado Women's College, Denver, Colorado 17
Contributes to a new definition of a college for women by drawing upon the traditions of learning through risk-taking in new and unsure environments.

Denison University, Granville, Ohio 22
Continues to acquaint faculty from various departments with available problem-solving models and develops redesigned courses reflecting a problem-solving focus.

Durham College, Durham, North Carolina 23
Continues to implement a comprehensive instructional program designed for teaching the non-traditional underachiever.

Frederic Burk Foundation for Education - San Francisco State University, San Francisco, California 29
Prepares students to succeed in entry courses and/or to function in a society where computers and statistics play an important role.

Harvey Mudd College, Claremont, California 31
Continues to develop interdisciplinary, holistic approaches to teaching and learning through faculty collaboration across the sciences and the humanities.

Howard University, Washington, D. C. 31
Creates a program to strengthen the research skills of minority junior and senior college students.

Illinois Public Community College District 514 (Illinois Central College), East Peoria, Illinois 32
Adapts the Illinois Central College reasoning skills program to six other community colleges.

Indiana University Foundation, Bloomington, Indiana 33
Broadens a faculty mentor role to help build an intellectual community of faculty and students on a larger commuter campus.

University of Iowa, Iowa City, Iowa 35
Adapts 35 successful computer-assisted instructional programs so that they can be used on various types of microcomputers.

Ithaca College, Ithaca, New York 36
Continues to incorporate basic skills development into the regular content of freshman courses in order to improve deficiencies in logical thought and expression.

Jersey City State College, Jersey City, New Jersey 36
Continues to implement a field-based, pre-service teacher training program.

Learninghouse, Inc., Prescott, Arizona 38
Continues to test and apply new methods to "outwardbound" types of settings to increase the educators' capacity to serve learners in a broad range of postsecondary institutions.

University of Maine - Augusta, Augusta, Maine 42
Establishes two community adult learning cooperatives in rural areas of Maine.

Mary Baldwin College, Staunton, Virginia 43
Continues to establish a non-traditional baccalaureate degree for adult women.

Massachusetts Institute of Technology, Cambridge, Massachusetts 45
Continues to increase the efficiency with which poorly prepared pre-calculus students are taught.

University of Michigan, Ann Arbor, Michigan 48
Continues to establish the National Chicano Scholars Network to offer training and support programs for Chicano graduate students and early-career faculty in the social sciences.

University of Michigan, Ann Arbor, Michigan 47
Continues to design a set of instruments to measure the impact and effectiveness of faculty development programs.

Miles College - Eutaw Campus, Eutaw, Alabama 49
Continues to enable the faculty and staff of an innovative program for minority rural adults to modularize their curriculum and upgrade their capacity to help students improve basic skills.

Mississippi Industrial College, Holly Springs, Mississippi 50
Develops and tests a model curriculum to serve the needs of first-generation college students from culturally and economically deprived rural Southern areas.

Morgan State University, Baltimore, Maryland 50
Continues to develop a new multidisciplinary school of Built-Environments studies.

National Women's Studies Association, College Park, Maryland 53
Works cooperatively with experts in the field to improve experiential learning components of Women's Studies programs.

University of Nebraska, Lincoln, Nebraska 54
Continues to provide semester-long seminars on teaching of chemistry and physics to tenured faculty members on sabbatical from their home institutions.

Northeastern Illinois University, Chicago, Illinois 55
Develops an Educational Studies Major designed for educators working in non-school settings.

Northern Rockies Consortium for Higher Education, Logan, Utah 56
Continues to develop instructional methods at 22 member schools with a combination of incentive grants and consultant aid.

Oregon State University, Corvallis, Oregon 57
Continues to involve "faculty consultants" as administrative interns in the College of Liberal Arts.

Organization of American Historians, Bloomington, Indiana 58
Integrates the history of women into the surveys of American History and Western civilization taught in most history departments.

Paideia, Berkeley, California 60
Continues to explore patterns and styles of learning by working with faculty and students in various institutions.

University of Pennsylvania, Philadelphia, Pennsylvania 61
Designs and executes a leadership training program for women students which would also operate to sensitize male students to new styles of leadership and to democratic modes of working women.

Pennsylvania State College - Educational Services Trust Fund, Harrisburg, Pennsylvania 61
Continues to provide counseling and training to faculty interested in career changes.

Projects for Educational Development, Cleveland, Ohio 63
Continues to provide in-service management training for department chairpersons.

Queens College - City University of New York, Flushing, New York 64
Collaborates with four feeder high schools to prepare their students to be skilled readers and writers by adapting a successful college course designed to improve preparation of entering students.

University of Rhode Island, Kingston, Rhode Island 66
Continues to develop four trans-disciplinary, skills oriented courses as part of an overall reform of undergraduate general education.

Saint Edward's University, Austin, Texas 67
Implements a listening-skills training program for underprepared freshmen.

Saint Peter's College, Jersey City, New Jersey 68
Expands the current 2-year degree program in Public Policy into a 5-year Bachelor of Science degree program.

San Diego Community College, San Diego, California 68
Teaches non-English speaking adults to read, write, speak, and understand English by means of a phonics model coupled with peer instruction.

Simons Rock Early College, Great Barrington, Massachusetts 70
Continues to develop practical methods of determining a student's position with respect to cognitive, moral, and ego development, and designs and implements courses and co-curricular activities specifically addressed to meet developmental needs.

Society for Values in Higher Education, New Haven, Connecticut 71
Continues to create a nationwide 3-year consortium of 12-16 diverse colleges and universities to improve the quality of undergraduate general education programs.

University of Southern Mississippi, Hattiesburg, Mississippi 72
Continues to extend an intensive training program for students deficient in standard English through speech, writing, and theater courses.

Spelman College, Atlanta, Georgia 73
Continues to implement a comprehensive, mathematics instructional model for entering minority women, using a variety of tutorial resources and measures designed to influence attitudinal change.

State University of New York - Brockport, Brockport, New York 75
Continues to create a career exploration program (12 hours of classroom plus a practicum) within the liberal arts curriculum.

Stephens College, Columbia, Missouri 74
Continues to sensitize faculty advisors to the symptoms of math anxiety, so that women will no longer be counseled away from careers requiring math.

Shoshone-Paiute Tribes - Duck Valley Reservation, Owyhee, Nevada 70
Implements an oral history project directed by tribal members.

Temple University, Philadelphia, Pennsylvania 76
Establishes a program of workshops and seminars on teaching composition for faculty from disciplines other than English who desire to learn the techniques of teaching composition.

University of Utah, Salt Lake City, Utah 79
Improves the quality of instruction in American Indian history through the development, production, and distribution of 15 video cassette lectures delivered by scholars of national reputation and through consultations to improve the teaching of American Indian history at 10 to 12 western institutions.

University of Washington, Seattle, Washington 82
Disseminates a method for conducting classroom evaluations of teacher instructional effectiveness.

University of Washington, Seattle, Washington 82
Continues to help primary and secondary school teachers and counselors improve their own math skills and deal with math anxiety.

Wellesley College, Wellesley, Massachusetts 84
Continues to implement the Project HERS training and awareness program for women administrators and faculty.

Wesleyan University, Middleton, Connecticut 84
Supports a 3-year course of study for students whose primary interests lie in the sciences, social sciences, or humanities.

Western Interstate Commission for Higher Education (WICHE), Boulder, Colorado 85
Develops and tests a cost-effective evaluation procedure for student internship programs and tests three innovative improvements in internship evaluation involving recruitment, matching of students, academic linkages, and agency sponsors.

Wilberforce University, Wilberforce, Ohio 86
Creates a unified, first-year pilot program to enroll 60 students.

William Patterson College, Wayne, New Jersey 86
Continues to generate and test new models of general education based on an extensive faculty study of entering freshmen.

Women's Community, Inc., Los Angeles, California 88
Establishes a Feminist Graphics Workshop at the Women's Building, a women's art school in Los Angeles.

Women's Equity Action League (WEAL), Washington, D. C. 89

Enables female learners to have impact on their institutions so that the institution becomes learner-responsive in offering women and girls access to the lessons of physical education and athletics.

D. CREATING AND APPLYING MORE MEANINGFUL CRITERIA FOR THE AWARD OF POSTSECONDARY CREDENTIALS

American Management Association, New York, New York 4

Creates and evaluates a Master's of Management program grounded in the assessment of skills proven crucial to managerial success.

Harvard University, Cambridge, Massachusetts 30

Continues to seek answers to two central questions of higher education: what is the impact of college on students and what policies and programs will achieve the desired impact?

University of Louisville, Louisville, Kentucky 40

Continues to implement alternative admissions criteria and procedures for entry into the Kent School of Social Work.

Mexican American Legal Defense and Education Fund (MALDEF), San Francisco, California 46

Continues to develop models of alternative admissions criteria for use in public and private law schools in California.

Northwestern University, Evanston, Illinois 57

Continues to improve a competency-based music program by training faculty in competency approaches, by developing new instructional options, and by developing internships where student skills can be formally put to the test.

E. REDUCING COSTS AND STRETCHING THE EDUCATIONAL DOLLAR

Academy for Educational Development, Inc., (Pacific Region Postsecondary Education Council), Washington, D. C. 60

Expands access to postsecondary education opportunities within the Pacific region through cooperative efforts in the planning, expansion, and utilization of resources among institutions on Guam, the Northern Mariana Islands, the Trust Territory of the Pacific, and American Samoa.

Conference of Small Private Colleges, Princeton, New Jersey 19

Continues to provide financial aid to students enrolled at less than half time who are excluded from federal loan and grant programs.

Eastern Oregon State College, LaGrande, Oregon 24

Establishes a viable network to deliver college-level educational programs and services to adults in rural areas of Oregon.

Miami-Dade Community College, Miami, Florida 46

Creates and implements an administrative framework using a computerized system that allows instruction with individualized starting and completion times, course lengths, and awards of credit.

Wisconsin Foundation for Vocational, Technical, and Adult Education, Madison, Wisconsin 87

Establishes a consortium of district vocational, technical, and adult education schools with the structure to pool their resources for the development of commonly used competency-based curriculum materials in film and video-tape, reducing duplication and increasing quality.

Worcester Consortium for Higher Education, Worcester, Massachusetts 90

Lays the institutional and curricular groundwork for a multi-institution master's program in health-care administration.

F. MAKING BETTER USE OF EDUCATIONAL RESOURCES BEYOND COLLEGES AND UNIVERSITIES

Adult Education Council of Metropolitan Denver, Denver, Colorado 1

Continues to expand an existing information and referral service by increasing publications and instituting an outreach counseling service.

Alabama Center for Higher Education, Birmingham, Alabama 1

Cooperative Rural Learning Laboratory is a concept demonstrating that the rural community is an external learning laboratory for faculty and student.

University of Alabama - Board of Trustees, University, Alabama 2

Uses retired faculty to advise and teach in its individualized External Degree Program.

College of the Atlantic, Bar Harbor, Maine 5

Continues to institutionalize and disseminate an undergraduate environmental design program which integrates theoretical and practical training. The project i

University of California - Irvine, Irvine, California 10

Develops, implements, evaluates, and disseminates a set of computer-based learning modules which are placed in public libraries in California.

Capital University, Columbus, Ohio 78

Continues to develop curricular strengths in appropriate technology in a "university without walls" program.

Clearinghouse for Community-Based Free Standing Educational Institutions, Washington, D. C. 14

Addresses several major problems of community-based educational institutions: institutional development, financial stability, accreditation, and dissemination of good practice.

Cultural Educati[illegible] Collaborative, Boston, Massachusetts 21

Establishes on-going working relationships between cultural institutions (museums, performing companies, science, and art centers) and community agencies (neighborhood houses, Y's, community service centers).

Delaware Art Museum, Wilmington, Delaware 21
Establishes in six neighborhoods, self-sustaining educational art projects for which the museum supplies or organizes necessary training and instruction.

East Harlem Block Schools, New York, New York 24
Continues to disseminate to eight other schools and day care centers a competency-based training program for staff and parents.

Educational Television Center, Menlo Park, California 25
Continues to deliver educational information and courses to older adults at group sites with the cooperation of colleges and social service agencies.

The Exploratorium, San Francisco, California 27
Continues to sponsor internships and disseminate materials to individuals who have an interest in establishing Exploratorium-like programs elsewhere.

Florida International University, Miami, Florida 27
Works with agencies and educational institutions to help them respond to migrant educational needs and interests.

The Franklin Institute, Philadelphia, Pennsylvania 28
Develops a pioneering and cost-effective national "satellite museum in the urban mall" model in downtown Philadelphia to teach science and to build a broader visitor population for the parent museum.

Greater New Orleans Educational Television Foundation/WYES, New Orleans, Louisiana 29
Continues to provide educational and career counseling through a monthly, live, 60-minute television program aimed at women learners.

Institute for Architecture and Urban Studies, New York, New York 33
Continues to establish a new unit in architectural and planning education that is intended to make this kind of education more relevant to the problems of the inner city.

Institute for Labor Education and Research, Inc., New York, New York 34
Explores pedagogical techniques and develops special teaching materials for union workers.

Kansas State University, Manhattan, Kansas 37
Adapts the University for Man model of rural community self-help education to other rural communities in Oklahoma, Missouri, Kentucky, and South Dakota.

Kentucky Highlands Investment Corporation, London, Kentucky 37
Trains and counsels small business owners/managers and civic leaders in community organizations to build their decision-making and planning skills.

Maddux-Boldt Productions, New York, New York 42

Develops the educational aspects of a two-part, 16mm documentary film package for T.V. that explore the impact of a 14-day, wilderness learning experience on a group of adult women of varying ages and backgrounds.

Massachusetts Institute of Technology, Cambridge, Massachusetts 44

Continues to use a computer with an easy-to-use flexible keyboard in the main branch of the public library for the purpose of providing a community referral service, information bank, and learning aid.

University of Michigan, Ann Arbor, Michigan 47

Continues to use existing educational and communications technology to deliver instruction in mathematics, language, logic, scientific method, and reasoning to any interested person with access to a telephone in any community with the computer facility to mount the program.

Museums Collaborative, Inc., New York, New York 51

Continues to expand a cultural voucher model in the state of New York.

National Congress of Neighborhood Women, Brooklyn, New York 51

Creates an urban education program for ethnic women, using the neighborhood as a learning laboratory, and co-sponsoring an A.A. degree with a local postsecondary institution.

New York City Police Foundation, New York, New York 54

Assesses police management's writing problems and their causes, and designs a curriculum to deal with them.

North Central University Center, Sioux Falls, South Dakota 55

Continues to establish a new community college in an area without any community colleges, under the sponsorship of three, private liberal arts colleges.

University of Portland, Portland, Oregon 63

Continues to promote a cooperative effort among local hospitals, community colleges, and the University of Portland to provide a baccalaureate program for registered nurses in geographically isolated areas.

Red Cloud Productions, Inc., Cambridge, Massachusetts ($88,114) 65

Continues to utilize television as a vehicle to present educational and life planning skills to a larger audience.

Roxbury Community College, Roxbury, Massachusetts 66

Provides the education and the support services necessary for older black citizens to impact on the decisions that relate to their community.

San Diego State University - Imperial Valley Campus, Calexico, California 69

Continues to establish an Institute for Small Business Management on the California/Mexican border to focus on the needs of small businessmen.

State University of New York - Binghamton, Albany, New York 74
Continues to convert a computer-based introductory course in formal logic so that it can be run on a variety of computers across the country.

State University of New York - Rockland, Suffern, New York 76
Continues to establish a College of Public Service which involves students, faculty and public service professionals, and employees from the surrounding communities in an applied social science curriculum.

University of Texas - Austin, Austin, Texas 77
Continues to develop materials and training exercises to enhance faculty skill in teaching non-traditional students.

Virginia State College, Petersburg, Virginia 81
Identifies work-related skills that students can develop through College Work-Study Programs and field tests this approach to career preparation at five postsecondary institutions.

Women's Enterprises of Boston, Boston, Massachusetts 88
Continues to establish a consortium of postsecondary institutions and businesses to develop new strategies and programs to enable prospective women students to have greater access to technological education and careers in technology.

Worcester Polytechnic Institute, Worcester, Massachusetts 89
Continues to set up three, off-campus project centers in social service agencies.

York College - City University of New York, Jamaica, New York 90
Extends the COMP-LAB basic writing course to two high schools, a neighborhood-based mental health program, and the Con Edison Company.

G. HELPING PEOPLE MAKE BETTER CHOICES ABOUT WHETHER, WHEN, AND WHERE TO ENROLL FOR EDUCATION BEYOND HIGH SCHOOL

American Association of State Colleges and Universities (AASCU), Washington, D. C. 2
Establishes a consortium of state colleges to devise approaches to evaluating and improving general education programs.

Center for Career Alternatives, Seattle, Washington 12
Provides information, counseling, and placement in postsecondary programs to 2,200 individuals in the Seattle/King County area.

Center for Education and Manpower Resources, Ukiah, California 12
Provides information from both a state and a local perspective so that the client has a realistic picture of employment possibilities in that community.

Colorado Mountain Junior College, Glenwood Springs, Colorado 17
Continues to offer information, referral, and counseling services in its eight centers through a five-county mountainous region.

Council for the Advancement of Experiential Learning (CAEL), Columbia, Maryland 20

Improves the quality and availability of information about programs offering assessment of prior learning to currently non-enrolled learners.

DePaul University, Chicago, Illinois 22

Continues to refine and disseminate a program of educational planning and decision-making for adults.

Harvard College, Cambridge, Massachusetts 30

Addresses the problem of under-representation of Blacks, Puerto Ricans, Chicanos, and Native Americans in graduate programs leading to a Ph.D.

Learners' Cooperative, Washington, D. C. 38

Creates Learners' Cooperative chapters for nurses to negotiate with postsecondary institutions for more responsive educational and credentialing programs leading to baccalaureate degrees in nursing and for cost savings for learners.

University of Michigan, Ann Arbor, Michigan 48

Continues to inform and assist institutional leadership interested in improving the quality of information they provide to prospective students.

National Manpower Institute, Washington, D. C. 52

Supports the involvement of practitioners in a national conference intended to expand and improve educational and career counseling services for adult learners.

National Student Educational Fund, Washington, D. C. 53

Continues to conduct research and disseminate results about a 2-year-old national competition to identify and encourage student-produced information materials.

University of Oregon, Eugene, Oregon 58

Continues to assist states to develop educational and occupational information systems by developing support materials and writing training materials.

Washington Center for the Study of Services, Washington, D. C. 81

Continues to prepare an evaluative guide for prospective students of vocational schools in the D.C. area.

H. PRESERVING INSTITUTIONAL VITALITY IN THE FACE OF GROWING RIDIGITY AND REGULATION

Commonwealth Association of Students Foundation, Harrisburg, Pennsylvania 18

Reviews and critiques the grievance procedures at three Pennsylvania state colleges.

The Lindenwood Colleges, St. Charles, Missouri 39

Continues to integrate clinical training with liberal studies in a collaborative effort between Lindenwood (a liberal arts college), the Washington University School of Medicine, and St. Louis City Hospital.

Loyola University of Chicago, Chicago, Illinois

Continues to provide counseling, training, guidance, and internship opportunities for faculty and administrators thereby increasing their effectiveness in their university positions.

Memphis State University, Memphis, Tennessee

Continues to create an Institute for Academic Improvement which serves a range of institutions, particularly in the mid-south.

Adult Education Council of Metropolitan Denver Denver, Colorado

For 49 years the Council has served the Metro area as an educational information and resource center for adults. We assess learning needs, help create agencies to meet those needs, and publish information about existing educational opportunities for adults.

We assist the learner, through the Council's "one-call one-stop" educational shopping service, to become aware of all possible available options, thus helping him or her spend time and educational dollars wisely. We are an educational investment broker specializing in human futures.

In Denver, those who wish to advance educationally or vocationally have a major problem: they lack information about the resources available to them; they cannot avail themselves of educational information services because of geographic or cultural isolation. They are intimidated by formal institutions and lack the courage to seek help from them, thus are systematically excluded from the educational mainstream.

We are in the second year of a 2-year project. During the project period we intend to increase access to information about educational and vocational activities by: Increasing numbers of Council publications; increasing and diversifying the number of distribution centers for publications, adding to existing centers non-traditional locations; establishing a "filter counseling" service in the office to assist those with ill-defined goals; strengthening the Council's role as an advocate for learners by communicating back to educational providers emerging needs; working with business and industry to ascertain ways in which they can be brought into the educational network, and evaluating ways in which certain educational practices can be accepted by business and industry, particularly those in the alternative educational field.

Through this strengthening and expansion of our activities we plan to provide at least 200,000 residents with increased information about the postsecondary opportunities available to them.

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Alabama Center for Higher Education Birmingham, Alabama

Alabama Center for Higher Education, a voluntary consortium established in 1968, is composed of the eight, 4-year, historically Black colleges in Alabama. The consortium's focus is on interinstitutional cooperation.

The Cooperative Rural Learning Laboratory is 1) an expansion concept linking the resources of the member institutions to a 15 county, rural, predominantly black area of the state; 2) a concept demonstrating that the rural community is an external learning laboratory for faculty and students; 3) a cooperative effort to address broad rural issues, problems, and needs, and 4) a concept demonstrating the niche in rural community development for a wide range of developing postsecondary institutions.

This 1-year grant involves placing 20 undergraduate students in a full-time, 10 week long, rural internship program which combines service and learning, theory and practice. Students are awarded academic credit for the experience by the respective institution. Faculty are directly involved in community development projects; engage in research and conduct special studies' projects; and assist staff with monitoring and evaluation. This laboratory concept emphasizes institutional resources aiding developing communities and community resources strengthening institutional programs.

It is expected that this project will represent both a strategy for the enrichment and survival of the member institutions and the rural, predominantly black communities and an implementation strategy which meets the criteria of feasibility and acceptability. It seems logical that these colleges would become highly proficient in dealing with some community problems unique to their clientele and would produce graduates who are specialists in dealing with these unique problems. A more perceptive faculty, better informed students, more relevant curricula - all are expected outcomes of this program. This cooperative concept certainly presents model implications for similar postsecondary institutions with similar communities, both individually and cooperatively.

Project Director:

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University, Alabama

Higher education is faced with the need for faculty to assume new roles in providing educational opportunities to adult learners as well as the loss of a likely resource, the retired faculty.

The New College, a non-traditional school within The University of Alabama, is attempting to provide academic opportunities to over 400 long distance adult learners from 10 states through an External Degree program. Students attend a brief orientation on campus, and plan an interdisciplinary program utilizating a variety of learning systems. The External Degree Program invests the major responsibility for learning with the student. The B.A. or B.S. degree is granted by the University of Alabama.

Both the adult learner and the retired faculty have special needs. The students fear failure, while the retired faculty report feelings of uselessness, and a desire to continue productivity on a limited basis. The External Degree Program is developing a project utilizing retired faculty to improve the advising and to individualize learning. This is a 2-year project.

Findings will be of great interest to other institutions concerned with the cost effectiveness of external programs as well as implications for relieving the "burn out" syndrome of the faculty and staff in labor intensive, individualized programs for adult learners.

The project will provide a model for improvement in the quality of adult learning by the continued utilization of retired faculty.

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AASCU
Washington, D.C.

Historically, colleges and universities have not dealt directly with the problem of how well they teach students communication, quantification, or analytic and synthesizing skills. To answer this concern, AASCU's Resource Center for Planned Change and its network of Senior Academic Officers in AASCU institutions spend a year designing a four-stage approach to academic program evaluation. This approach guides an institution as it seeks to conceptually and operationally define its outcomes and examine its program capability. The successful completion of such an inquiry draws heavily on the leadership and management skills of academic administration. This approach is detailed in the Center's guidebook A PARADIGM FOR ACADEMIC PROGRAM EVALUATION: THE TIME FOR REASSESSMENT IS NOW.

The Center will be working with the following institutions: Ball State University, California State University/Chico, North Adams State College, Ramapo College, Southern Illinois University/Edwardsville, SUNY/Potsdam, University of Nebraska/Omaha, Wayne State College, Western Kentucky University, Western Carolina University. These institutions will spend the first year of the project on the planning stages of the paradigm and the second year conducting their evaluation. They will be working with each other, the Center and Educational Testing Service on the research, management, and leadership strategies of this endeavor.

It is anticipated that the field-testing of the paradigm will produce 10 successful institution-wide academic evaluations which draw on multiple data sources for evidence of program effectiveness. It will also produce institutionally specific definitions of each of the areas from a diverse sample of today's state colleges and universities. The history of these 10 institutions will be written in a case study format.

Project Director:

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American Center for the Quality of Worklife
Washington, D.C.

Workplaces are beginning to become learning centers. Among the many factors which present obstacles to this approach are the hostility of the work environment to broad-based learning, the lack of real participation in decision-making about day-to-day conditions at [illegible] and the unavailability of information and [illegible] learning opportunities. This unique [illegible], now in its second and last year, addresses these difficulties by creating union-management committees at the work site.

The non-profit American Center for the Quality of Work Life (ACQWL) helps unions and managements work together to improve the quality of life at work and to enhance organizational effectiveness. This collaborative approach provides the basis for planning, content, dissemination, and evaluation of expanded learning opportunities for workers.

All project activities are rooted in the local labor-management committee which ultimately shapes, promotes, approves, and evaluates all phases of the project. The ACQWL, in cooperation with the National Center for Educational Brokering, assists the local committees in defining their goals, selecting learning organizers, and training those selected in such skills as assessment, information-gathering, counseling, and advocacy useful in assisting co-workers.

In the first year, programs were instituted at a large warehousing facility in California, and with an area labor-management committee in Buffalo, New York. The initial learning focuses selected were health and safety issues, followed by internal process issues. Two additional sites are being assisted in the second year.

Some of the outcomes include helping the workers and organizations improve the range, quality, and number of learning opportunities for workers; adapting educational brokering techniques to workplace environments; and increasing the use of the workplace as a locus for worker learning.

Project Director:

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AFNA
Philadelphia, Pennsylvania

The Fund in July, 1977 awarded the American Foundation for Negro Affairs (AFNA) a 2-year grant to implement the AFNA Plan: New Access Routes to Legal Careers in New Orleans, Louisiana, with the cooperation of the law schools of Tulane and Loyola and other colleges, universities, public and parochial schools. The program is now in its third year of operation. The New Orleans division is under the direction of the AFNA National office in Philadelphia. During the course of the grant, over 500 students will be enrolled in the program which is designed to increase the representation of blacks and other minorities in the legal professions, by enabling them to meet the academic standards.

The AFNA Plan: New Access Routes to Legal Careers, which is currently working with a 1-year grant, consists of four interlocking educational phases designed to enable students to meet the academic standards of professional schools through one-to-one preceptorships, tutorials, and advanced study, beginning at the eleventh grade and continuing through the completion of professional school. "Phase I" of the plan is the high school component which involves the participation of the New Orleans public and parochial schools in recommending students for the AFNA Plan. After acceptance into the program, students participate in a specially designed curriculum related to their own selected professional discipline. They are enrolled in preceptorships in law schools, law firms, courts, legal agencies, etc. "Phase II" is the first 2 years of college. "Phase III" encompasses the third and fourth years of college, the important preparatory years for professional school; "Phase IV", graduate or professional schools of medicine, law, science, and technology, etc.

Based on AFNA's national evaluation data, it is projected that 98 percent of the students who complete the Phase I program will enter college.

The AFNA academic programs in science and mathematics will bring about significant improvement in their own self esteem because of AFNA's efforts to overcome adverse psychological behavior patterns. A college retention rate of 83 percent over 4 years, versus the national norm of 50 percent among all 4-year undergraduates, is anticipated.

Project Director:

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American Indian Higher Education Consortium Denver, Colorado

The AIHEC colleges are young, developmental and small, and of our 17 colleges, only two are accredited and six are presently candidates with the regional associations. The other nine colleges, constituting the majority of our institutions, need special assistance in preparing for accreditation status. The Tribally Controlled Community College Assistance Act, P.L. 95-471, enacted October 17, 1978, requires that a college, to be eligible, must be accredited or must be making reasonable progress toward accreditation, i.e., at least a candidate for accreditation. To prepare these colleges to be able to participate in the Act, the AIHEC Board of Directors has made accreditation a priority in terms of staff functions. AIHEC is a jointly-sponsored effort on the part of its member colleges to provide a direct mechanism for facilitating access to resources need for their continued development. AIHEC staff is charged with the responsibility to carry out program efforts related to the areas of 1) accreditation, 2) financial resources, 3) curriculum development, 4) human resources development, and 5) research.

AIHEC staff works to provide necessary technical assistance through such functions as the provision of training, support services, resources identification, and general advocacy. As a consortium of like institutions, and the only organization specifically charged with Indian community college development, the AIHEC has access to information, resource persons and data that can be shared among our colleges. Recently, a membership review was completed which assessed and compared the development and "vitality" of individual member colleges. This served to identify specific strengths and weaknesses at individual colleges, as well as identifying specialized talents at each college that may be applied to other colleges. To serve the nine "pre-candidate" colleges under this project, a process utilizing a complementary evaluation and planning format will be utilized to move those colleges toward becoming candidates for accreditation. This project is operating on the first year of a 3-year grant.

The result of this project will enable the nine AIHEC colleges to successfully achieve candidacies for accreditation status.

Project Director:

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American Management Association New York, New York

It appears that current M.B.A. programs may do little to educate students for managerial success: research shows little relationship between business course grades and later career performance, for instance.

For 5 years, however, McBer and Co. of Boston have been contrasting the abilities of excellent and of average managers; their results identify and validate 20 competencies that are highly important for success in private sector, mid-level general management.

The American Management Associations are building on this research and other work to offer a Master's of Management program. Working managers will be evaluated for each of the 20 competencies in a five day assessment center process. Coursework will be available through AMA and other sources to build competencies to levels required for the degree. The program will be capped by a supervised internship experience making up approximately 25 percent of the program. Three pilot groups of 20 students each will have begun the program before July 1980. The program should be operational by the middle of the second year of this 2-year grant.

The Master's of Management Program is meant to be first an alternative, and then a model for the rest of professional education. We are exploring the uses of research to guide education.

Project Director:

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University of Arizona, Tucson, Arizona

The Native Americans constitute 8 percent of the State's population in Arizona. The number of these Native Americans entering and staying at the institutions of postsecondary education is very small (about 0.6 percent). Traditional means of assistance and encouragement produced insignificant results. Among those who are at universities, fairly large numbers of them are on academic probation. Some Native American students have difficulty functioning in a competitive atmosphere of a typical classroom. The area of learning most crucial to the success of these students is in the basic skills area at the secondary and postsecondary levels.

With the project support in its second and final year we are offering remedial instruction in basic skills in a manner consistent with the cultural background of the students. We offer personal tutoring combined with self-paced individualized experience using the PLATO system of computer-based instruction. We have developed PLATO lessons in mathematics specifically designed to assist these students. We also developed PLATO lessons specifically designed to improve sensitivity to the English syntax. We also introduced bilingual audio access to some of the successful (silent) lessons created elsewhere. Some games and lessons on remedial mathematics now have a Navajo voice or a Papago voice. Results so far indicate that we have been successful. We are in the process of introducing PLATO terminals to some high schools in the reservations.

We expect to see continued improvement in the performance and survival rate of our Native American students under our program. We have seen some indication of increased application to and acceptance by the University on a small scale. We expect a gradual increase in the number of Native American students at our state universities. We hope to obtain increasing support for this project from the Native American committees and tribal governments.

Project Director:

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College of the Atlantic, Bar Harbor, Maine

Environmental and energy problems are now urgent, and the country needs people with research and analytical skills as well as the abilities to design new ecologically sound environments. The College of the Atlantic is developing a curriculum model that deals with the problems of energy, economics, environment and aesthetics as one essential undergraduate field of study. The purpose is to effect a change in the attitudes and skills of the artisans and technicians of the future.

The College of the Atlantic is a 4-year private college that was formed 8 years ago. Its major field of study is in the environmental and natural sciences. The environmental design program was initiated 4 years ago and through the grant is identifying a number of competencies and skills required for graduation. Skills are developed through active learning such as actual job experience, independent workshops, and a final research project conducted on an environmentally related subject. The program began with courses in shelter design and alternative building and heating technology and has evolved into a much deeper study of architectural history, site analysis and design, solar energy research, and many other courses. The goal is to train a 'light blue collar worker' - scholars and aestheticians with 'real world' marketable skills, and technical tradespeople with a scholarly view of the planet's changing needs. Of the 233 students enrolled in COA in 1977-79, 93 students or 40 percent of the student population participated in the program.

At the end of this third and final year the project will have a specific model curriculum that will be useful to both the liberal arts colleges and the trade schools interested in this work. Graduates of the program will be equipped to enter various construction industries and occupations or to attend graduate school in architecture or related fields.

Project Director:

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Baldwin-Wallace College
Berea, Ohio

Baldwin-Wallace College is an independent, church-related, liberal arts college located in a suburb of Cleveland. Its full-time undergraduate enrollment is approximately 1,850; with part-time students and two graduate programs, the total enrollment is approximately 3,300. After an extensive self-study conducted in 1975-76, the faculty, Student Senate and Board of Trustees of the College committed themselves to goals and objectives related to many areas of the institution. Two goals were primary in terms of curriculum: the revitalization of the liberal arts program of the College and a commitment to more effectively recognize and respond to the individual needs and abilities of our students. The Mission Action Project (MAP) seeks to fulfill those two goals.

The Project is in the final year of its 3-year funding. Some of the activities of MAP are initiated and implemented by the Directors of the Project -- e.g., a year-long curriculum review; the development of a program for academically superior students; a series of Faculty Workshops with two faculty members of each Division discussing matters of interdisciplinary concern; workshops on matters related to teaching effectiveness; and a thorough study of the characteristics of our student body. Another facet of the Project is to provide support for activities initiated and implemented by faculty members -- e.g., the development of new courses or the revision of existing courses; the development of a booklet designed to introduce new students to the liberal arts program of the College; and the development of a new interdisciplinary major in Sports, Dance, and Art Management.

If MAP is successful, four goals will have been achieved. First, the various constituencies of the College will share a vision of the purposes of our liberal arts curriculum. Second, we will know more about our students and will thereby be responding to them as individuals more effectively. Third, we will have learned a good deal about professional development activities and how they do and do not contribute to the fulfillment of our goals. Fourth, we will have valuable information to share with other colleges and universities who are attempting to fulfill similar purposes.

Project Director:

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Birmingham-Southern College
Birmingham, Alabama

Small liberal arts colleges are beginning to realize the need to bridge academia and the world of work. Birmingham-Southern College, an independent, 4-year liberal arts college with approximately 1,400 students, has identified contract learning as one means of bridging this gap. Contract learning is a "negotiable agreement for learning" which encourages independence, goal setting, negotiation, decision making and evaluation -- all valued attributes in the working world.

This is the third year of a 3-year grant. The project is testing work-related, non-traditional modes of learning within the existing academic structure through: 1) in-class contracts; 2) out-of class contracts and internships; and 3) individualized major contracts. The activities bridge undergraduate education with the work environment, utilizing the values, skills, and knowledge of work. Activities are now being evaluated in order to institutionalize the contracting process.

The expected outcomes of the project are to: 1) further infuse career-directed contracts into the existing academic framework; 2) increase community resources for expansion of internships and service-learning projects; 3) produce information about using contracts as career preparation in liberal arts colleges; and finally, 4) develop a thorough evaluation model of the effectiveness of contract learning for helping students bridge the education/work gap.

Project Directors:

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University of Colorado-Boulder
Boulder, Colorado

Education in the United States has failed to develop a method with which significant numbers of Native Americans can be brought into careers in the "hard sciences". In view of the relative excess of energy resources located in tribal lands, self-determination for this population has become more and more closely linked to success in this career area.

The University of Colorado at Boulder's American Indian Educational Opportunity Program (AI-EOP) has designed a 2-year pilot model to address this need in terms of the Native American population of Wyoming, South Dakota, Colorado, New Mexico, and Arizona. This region and its population are located squarely in the middle of the primary energy impact area.

Specifically, AI-EOP will recruit 35 high school sophomores and juniors from target schools within the region to attend a four week summer institute of intensive skills development relative to future science careers. Core curriculum shall consist of science survey battery, pre-collegiate math, expository writing, and reading comprehension. The curriculum shall be coupled directly to intensive academic, career, motivational, and personal counseling. Individualized tutoring is incorporated into the institute model as well as guest lectures by various Native Americans currently pursuing active careers in the sciences. Active follow-up by project personnel shall extend throughout these students' secondary academic careers and shall facilitate their entry into higher education.

Included in the recruitment schedule are workshops to be offered to counselors and teachers within the target schools. The function of these workshops is to develop an effective strategy to extend the institute counseling components directly into the schools in order to facilitate better service delivery to project students per se, as well as wider Native Americans student population. It is through this method that a true ripple effect is anticipated. This is the first year of a 2-year grant.

The results of this project are envisioned as being fully evaluated and compiled into publishable format within 6 months of completion.

Project Director:

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University of the State of New York
Albany, New York

Growing numbers of people want and/or need to pursue educational programs while they hold full-time jobs. In many cases these people are not taking advantage of the range of postsecondary educational services available to them.

The Program on Noncollegiate Sponsored Instruction of the New York State Education Department is responding to this problem by working intensively with three different types of noncollegiate organizations to develop models of educational advisement in employment-related settings. The Program has already evaluated and made credit recommendations for courses conducted by these organizations as part of its evaluation of over 1,300 courses for about 100 organizations throughout the country. Over a 2-year period the project is carrying out the following activities: 1) training selected employees of the organizations as educational advisors with the knowledge and skills needed to manage an advisement center, to assist other employees in educational planning, and to work out cooperative relationships with local postsecondary institutions; 2) establishing inventories of educational resources for the areas where the organizations are located; 3) developing materials and procedures to better publicize ways in which credit recommendations established by the Program can be used by individuals to achieve their educational goals; and 4) holding regional workshops and publishing articles to disseminate widely the successful models of educational advisement. The project is in the second year of a 2-year grant.

The expected benefits of the project are the following: 1) The value of providing educational advisement services in employment-related settings will be demonstrated. 2) The procedures and materials developed in the models will be able to be replicated and adpated for use by other non-collegiate organizations. 3) There will be more widespread use of tuition aid programs and other education benefits offered by business, labor unions, and other types of noncollegiate organizations. 4) There will be increased use of credit recommendations established by the Program on Noncollegiate Sponsored Instruction.

Project Director:

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Boricua College
New York, New York

Boricua College, a non-traditional liberal arts college founded in 1972, is the first 4-year public college in the United States designed to meet the educational needs of Puerto Ricans and other Spanish-speaking people. These are students who are otherwise unlikely to continue their schooling. Many are older than the usual college age. Many are not fluent in English. Many have extremely low incomes and must support a family. As a result, a large percentage of those who start their college work do not complete it.

Boricua College is developing a comprehensive educational internship program for its students. Specifically, around 600 students work a minimum of 6 hours a week in human service or business administration as part of their educational program. The practical value of this experience is comparable to that of the internship of medical students, the field placement of social work students or the practice teaching of education students. The internship meets educational and financial needs simultaneously, for, without it, many of the students would not be able to continue their education at all or else would face conflicting demands in the employment and education arenas, would risk academic failure as a result, would perform poorly, or would delay by half the time of getting their degrees. This is a 1-year grant.

This program will enable participants to be full-time students and will assist them in integrating their practical experience and theoretical learning. It will also prepare them for future employment in line with their career goals. While designed particularly to reach out to adult, low-income, Spanish-speaking students, the internship has potential value as a practical educational tool for blue collar working students of various ethnic backgrounds, ages, and levels of income.

Project Director:

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Bronx Community College-CUNY
Bronx, New York

As Resource Institution for the Fund's National Project II: Alternatives to the Revolving Door, (NPII) Bronx Community College (BCC) became aware of the acute need for a network that would provide accessible channels of communication between people with questions and people with answers. The continual influx of requests for information and services and the overwhelmingly large response to the NPII Final Conference underscored the need for such a network. To fill this vacuum, in 1977 BCC developed Networks. Networks specifically aims at exposing an increasing number of practitioners to successful techniques and through its activities, encourage faculty and administrators to adapt appropriate techniques.

Networks is now in its third year of a 3-year project providing information and services to institutions in varying stages of developing their special programs. Networks sponsors national conferences that highlight critical issues and facilitate interaction and information exchange among conferees. After the conference, selected conferees receive follow-up assistance to enable them to implement techniques appropriate for their own programs. A national conference is scheduled for Washington, D. C., December 5-7, 1979. In addition, Networks also plans and sponsors highly focused conferences on topics of major concern. Two conferences, one on writing and the other on tutoring, are planned for October 7-9, 1979 in New York. These single-focus conferences will supply much of the materials for the development of manuals on writing and tutoring that will be distributed to faculty across the country. Conferees will also be eligible for follow-up assistance.

Networks also works closely with state higher education systems and other regional organizations to develop workshops that respond to specific regional needs. The publication of Networks newsletters is another major project activity.

Project Director:

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Brooklyn College-CUNY
Brooklyn, New York

Brooklyn College is one of the older, traditional units in City University, offering baccalaureate programs in the liberal arts and sciences, as well as a few masters programs. Nevertheless, it has a long history of reaching out to non-traditional learners, beginning in 1954 when Brooklyn College was the first postsecondary institution to offer credit for life experience.

The project is designed to meet the needs of lower-income women from ethnic minorities who are entering Brooklyn College in a period of reduced institutional resources, resulting in a severe curtailment of the college's ability to provide needed curricular and counseling support. The project emerges from Project Chance's experience with this group of learners and is designed to meet specific, identified problems: their need for mastery of a core curriculum, with emphasis on subjects like math and science which they have traditionally avoided; their need for information about the world of work in order to make realistic vocational plans; and their need to develop strategies for making change in their lives.

In the vocational exploration component of the program, emphasis is placed on providing information about non-traditional occupations. Another important component of the program is a core sequence of courses, incorporated within the structure of the curriculum, with supportive discussion and study groups which enable the students to focus on the changes they are making in their lives. This is a one year grant.

This program will ensure educational entitlement for women at this college by establishing a rigorous and respected continuing higher education program. This program will provide a model for other support services, such as counseling. The program will also be a model to be replicated at other units of City University, where learners similar to the ones served in this program are seeking access.

Project Director:

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Brooklyn College-CUNY
Brooklyn, New York

Intervention is required that will influence teenage females to invest in postsecondary education. The high school years are years of decision. A teenager's career options are strongly influenced by the personnel and practices in the high school. Women's Studies courses are a significant form of intervention whose impact in the high school has not been tested. The School of Education and the Women's Studies Program at Brooklyn College, a 4-year public college, in collaboration with John Dewey High School, developed a teacher training program in order to impact on adolescents, recognizing that the vitality of the college depends on recruitment among minority adolescents.

The first year of this 2-year project is the planning phase with development of instructional materials, lesson plans and bibliographies in English, Social Studies, and Modern Languages. Course content will include textbook analysis, Title IX, vocational and guidance counseling and other aspects of sex role stereotyping. The planning phase culminates in a month-long teacher training institute in 1980 which will be repeated in Summer 1981. Each Institute will enroll 40 participants.

The Institute trains each participant in integrating recent scholarship in women's studies into the curriculum. Innovative methodologies will be taught. The program fosters opportunities for independent work through a three tiered arrangement of study including lectures, small group discussion and team workshops.

During the second year of the Institute, on-site visits will be made to teachers in order to consult on the implementation of the new curriculum. Weekly study sessions will be held at Brooklyn College.

Teachers who are trained in women's studies will return to their schools sensitized to the way in which sex biased educational materials and practices limit the occupational aspirations of young women.

Project Director:

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Brooklyn College-CUNY
Brooklyn, New York

Recently many colleges and universities have added peer tutoring to their undergraduate writing programs, because they have discovered that it can personalize education in the face of increased teacher-student ratios and institutional expansion. The Brooklyn tutor training program was devised to enhance the postsecondary education of tutors in such programs by improving their writing and judgmental skills.

Brooklyn College now offers college and university instructors a 5-week summer institute on how to teach tutors so as to achieve these educational goals, and also insure a high degree of competency in the tutors' work. Institute fellows take two seminars. In one, they go through the process of collaborative learning that tutors go through in the Brooklyn training plan: they write essays and peer critiques of each other's writing, and examine the critical and social processes involved in developing judgment in writing. In the other seminar, fellows learn some of the basic principles and practices of social group work, such as handling the conflict of authority and intimacy, mediating, making demands, and guiding groups through the "phases of work."

Fifteen fellows each summer will return to their campuses to teach up to 40 tutors each year, and also, through local internship workshops, to affect the way tutors are taught in neighboring institutions. This is a 1-year grant.

Project Director:

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University of California-Irvine,
Irvine, California

Public understanding of science is an important need in our society; everyone is affected by science and should understand the nature of scientific knowledge. University science departments recognize the problem, but they work with only a small percentage of the population. Public libraries and science museums also aid with understanding science. The use of interactive computer programs, individualized learning material available from personal computers, has great promise in providing access to science.

The project, a 2-year effort in its first year, will develop and evaluate computer-based learning modules. The modules will be for a wide range of users in public environments such as public libraries, shopping centers, and science museums. The material will consider the nature of scientific theories or models, how theories are connected with experience, how theories are created, and how theories are judged. The learner will always play an active role.

The computer materials are being developed using the production methods of the Educational Technology Center at Irvine. Two or three experienced teachers develop the pedagogical specifications. Designers and programmers transform these specifications to running programs. These modules are used in several cycles and are revised after each use. In addition to the usual evaluation approaches, the computer saves unanticipated responses and statistics on use. Inexpensive personal computers will be used for delivery.

After the modules have been prepared and evaluated, they will be offered to libraries, museums, and public places in all parts of the country. It is likely that initial distribution will be through CONDUIT. Several publishers have indicated a strong interest in distribution. As small computers are more and more available in homes, the materials will be distributed for home use.

Project Director:

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University of California -Santa Barbara, Santa Barbara, California

The University of California at Santa Barbara is a public university, granting both undergraduate and graduate degrees. The purpose of our program is to institute an interdisciplinary program in applied algebra based on a microcomputer laboratory, which will provide practical training in the application of mathematics to those enrolled.

This is the first year of a 2-year grant. In the first year, the microcomputer laboratory is being established, and eight courses based on this laboratory are being instituted. Approximately 100 students in all are enrolled in these courses, and will spend a minimum of 2 hours a week working in the laboratory. The instructors for these courses will develop monographs and instructional materials, to be completed by the second year.

In the latter half of the first year, and in the second year, we will establish a number of internships for our students in local research and development organizations, as well as in the Federal Government, which will provide them with invaluable practical experience and make them of great potential value to their prospective employers. We will also make available the results of our experience to other institutions, as well as the monographs and instructional materials developed during the period covered by the grant.

Project Director:

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Campus-Free College Washington, D.C.

Among the people least well served by post-secondary education are those who seek to change society, especially by working through community/neighborhood organizations. There is a paucity of appropriate academic disciplines, resources, and degree opportunities in relation to community change.

Campus-Free College (soon to be renamed Beacon College), an innovative private, nonprofit institution operating nationally, was founded in 1971. It has a special commitment to serve those who would use higher education to address issues of personal liberation and social justice. In association with the National Center for Urban Ethnic Affairs and the Center for Community Organizations/National Center for Voluntary Action, CFC is developing degree programs to serve community and neighborhood change agents.

Under the guidance of an advisory panel of scholar-activists, CFC is defining the critical content (knowledge, skills and values) of new academic disciplines important to community development as approached through citizen participation strategies. An inventory of learning resources valuable to such study is also being prepared. This information is being presented to students as guidance in the design and pursuit of individualized degrees.

Actual degree programs are hosted by local community organizations around the nation. One site is being developed during this year, with extension up to an additional 15 during the second and third years. The project will also establish a resource center serving both community organizations and scholar-activists, as well as students, after this first year.

Over the 3 years of activity the project will serve at least 150 community/neighborhood activists as AA, BA, and MA students. It will assist them to become more effective change agents through appropriate personal and professional development. It will improve the "state of the art" of community change and upon postsecondary education's ability to serve this field.

Project Director:

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Campus-Free College
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Center for Career Alternatives
Seattle, Washington

The lack of knowledge about educational alternatives and career options is a major problem facing the youth and adult population in the Seattle area. This situation is exacerbated by the failure of local educational institutions and social service agencies to provide needed postsecondary educational and occupational information to allow for thoughtful and productive career decisions. Compounding this failure, Asian Americans, women and other minorities appear to be channeled into programs based on stereotypes rather than actual abilities. Evidence supporting this theory is the absence of these groups in certain occupational areas and the high non-completion rate at local postsecondary institutions.

The Center for Career Alternatives, (CCA) is a recently formed non-profit community-based organization. Specifically, CCA will provide career information to 2,200 individuals of which 20 percent will be parents; 5 percent will be contacted through specialized outreach activities at such places as correctional institutions and grassroots organizations. Individual career counseling will be provided to 700 individuals and 300 will be placed into a postsecondary program. At the end of the two year FIPSE grant, September 1981, 75 percent of the individuals placed will have successfully completed their program or still be enrolled.

In cooperation with local public and private high schools, service agencies, churches and community organizations, our staff will provide career information seminars. Included in the seminars will be a slide show featuring all local postsecondary institutions. Additional services include career counseling, assessment, employment analysis, referral, placement, and follow-up.

The outcome of this project will be the enhancement of youths and adults' abilities to choose appropriate programs for themselves; filling the void in non-traditional fields of study and reducing the dropout rate at local educational institutions.

Project Director:

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Center for Education and Manpower Resources
Ukiah, California

The problems encountered in entering competitions for jobs, and then remaining competitive as economic conditions change, are endemic in American life. They are exacerbated within rural labor markets. Postsecondary learners in rural areas do not have the kinds of information resources available which allow for a clear choice among the various education, training, and employment opportunities available in their communities.

Project Access, a noninstitutionally-based-career advisement center, is entering its third year of operation. The project's objective is to develop means for reaching learners in need of counseling who are not traditionally served by postsecondary systems and to broaden the network among institutions in rural areas to provide this information.

Through informal arrangement and formal contracts, the project provides career advisement to a variety of human service agencies and the two college district. Access serves a diverse clientele through group workshops for these institutions including: re-entry women (e.g. Project Sanctuary); economically disadvantaged adults (e.g. CETA); minorities (e.g. California Human Development Corp.); out-of-school youth (e.g. California Indian Youth Diversion); economically displaced (e.g. Mendocino Community College and College of the Redwoods).

Project Access is developing methodologies by which institutions in comparable rural areas will provide similar services in their own communities, enabling those institutions to locate pertinent information and translate available data into counseling programs. The project will expand its in-service training workshops to include not only local institutions, but also appropriate agencies throughout the State of California. One product projected is a planners' handbook and a complete career awareness curriculum for secondary schools. The project will continue to work with other institutions in rural areas to broaden the network for sharing resources and methodologies.

Project Director:

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Center for Education for Non-Traditional Students Minneapolis, Minnesota

Major attitudinal, financial, physical, and programmatic barriers limit access to post-secondary education for the vast majority of students that are severely physically handicapped. The Center for Education for Non-Traditional Students (CENTS), a private, non-profit organization, has focused on helping individual disabled students overcome such barriers by providing counseling, advocacy, and support services. This approach, while crucial in meeting present needs, is neither efficient, adequate, nor cost-effective.

CENTS is developing conferences, workshops, publications, and consultant packages to help postsecondary institutions eliminate some barriers and provide direct, on-campus advocacy and remedy for others. CENTS is sponsoring a conference in the fall of each year of this 3-year grant to increase awareness, share information, develop skills, and highlight model programs in the target area. The target area this first year is Minnesota. The project will reach out to a five state area the second year and to a national audience the third year. A newsletter with the same goals as the conferences is being published quarterly.

To meet the most pressing accessibility needs a comprehensive package of workshops, information packets, and program development assistance is being developed and offered to help postsecondary faculty, administration, students, and staff adjust their programmatic, attitudinal, and physical structures to better serve handicapped learners. The material developed by this project will be designed to serve as a national model for sensitivity training and 504 compliance. A manual is being compiled to be used independently as an information source and facilitator's handbook for those institutions not able to schedule workshops facilitated by CENTS staff.

By helping providers of postsecondary education improve attitudinal, programmatic, and physical accessibility (and come into compliance with federal 504 requirements), this project will have a strong impact on present disabled students and will allow more handicapped individuals to seriously consider pursuing postsecondary education.

Project Director:

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Center for Field Research Belmont, Massachusetts

Recognizing the scarcity of funds for basic research and the increased demands on traditional sources of such funding, the Center for Field Research began in 1973 to help fill the need. Working with EARTHWATCH, a national clearinghouse for citizen volunteers, the Center channels private funds to deserving scholars conducting basic research in the humanities and sciences. To qualify, the research must constructively involve teams of volunteers in the field.

The monies come directly from the volunteers who join Center-approved projects, contribute to the costs, and help principal investigators in the field. This year over $500,000 and 160,000 volunteer hours will be donated by 1,000 volunteers to 65 scholars. For the scholar, the benefits of being able to get funds, accomplish the field research, and ultimately to publish are an undeniable boost to professional advancement. For the volunteers, it's a first-hand chance to work with dedicated professionals in a wide variety of disciplines.

Until now, the Center has not established an effective means to make eligible women and minority candidates aware of its funding. While not identical, the two groups have suffered from many of the same constraints, have similar needs, and have common experiences securing research funding through traditional channels, finding professional positions, and making career improvements. The Center has the capability and the commitment to help facilitate the sponsorship of these qualified candidates.

This is the first year of a 2-year project that will continue on its own steam thereafter. The program will enable us to get the word out to hundreds of institutions, networks, and publications that serve minorities and women; to personalize recruiting techniques; and to provide technical assistance required for less experienced grant applicants.

We anticipate direct financial benefit to women and minority Ph.D. holders who will receive support for their field research; and an indirect benefit for volunteers of all ages who will learn under their leadership.

Project Director:

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Clark College
Atlanta, Georgia

During the past decade new programs have been developed at Clark which permit students to exercise a wide range of learning options formerly unavailable at Clark or institutions serving similar clientele. Our development of these options and their outcomes is but a microcosm of a broader national trend; there are more options available for blacks, but there is also increasing difficulty in taking advantage of these options.

Students are poorly prepared in basic skills and general knowledge areas to perform satisfactorily in new degree programs. As a result, we are in the second of a three year effort to restructure the lower division instructional program.

FIPSE funds will be used to underwrite the cost of the essential reorienting of the faculty to be more responsive to student needs and to develop new skills and competencies. This component is essential to the institutional renewal that calls for faculty who have concerns beyond teaching a discipline. Our goal is the reorganization of the entire faculty to change the way it functions.

The expected outcomes of the project will be: 1) institutionalization of a reward system for faculty who teach in the lower division; 2) preparation of course syllabi that emphasize the interrelatedness of knowledge; 3) development of new teaching strategies; 4) examination of issues related to remediation; 5) a research design that will determine the effectiveness of the restructuring, yearly and over the three-year grant period; and 6) development of strategies for a closer relationship between instruction, counseling and research.

Project Director:

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CBFSEI
Washington, D.C.

In the last 15 years, community based educational institutions have multiplied, particularly among low-income and disenfranchised communities where the established system of higher education has not been able to reach. CBFSEIs have emerged from within their communities and have survived against overwhelming odds, providing customized, learner-centered programs. Yet, despire their effectiveness, in providing genuine access to postsecondary education for their people, and their success in developing innovative programs suitable to their communities, CPFSEIs have remained outside the recognized mainstream of educational practice.

The Clearinghouse was organized in 1976 by 22 CBFSEIs to a) serve as a central coordinating agency for community based educational activities; b) facilitate communication and exchange among CBFSEIs; c) provide technical assistance; d) develop resource development and dissemination projects; and e) promote community based education. Today, there are 38 member institutions in 18 states. The Clearinghouse has been quite effective in fulfilling most of its objectives in each functional area, and is now beginning a second 3-year phase of development.

Fund support to the Clearinghouse will refine and expand the technical assistance functions aiming at strengthening CBFSEIs; help the development of appropriate quality standards for CBFSEIs; and help promote CBFSEI concepts and methods. We expect to serve directly 50-60 CBFSEIs and include about twice that number in special technical assistance projects. The major outcomes of this project include: stringer, more self-reliant CBFSEIs; greater recognition of and legitimacy for CBFSEIs; dissemination of information about exemplary CBFSEI approaches and structures, and greater educational opportunity for members of underserved communities.

Project Director:

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Colegio Cesar Chavez
Mt. Angel, Oregon

Traditional education has produced a high rate of failure among Mexican-American students in Oregon. Statistics show that 65 percent of the Chicano students in Oregon do not graduate from high school. Failure in public schools, in turn, leads to disqualification from higher education

As an alternative educational institution Colegio Cesar Chevez is dedicated to arresting this trend. Through its college without walls program the Colegio grants academic credit for documented and evaluated prior learning experiences.

The Colegio in its first of a 3-year grant is developing a program to involve more adult Chicanos in the alternative educational process. Participants, drawn from three distinct age groups, take classes in basic core areas as well as an introductory seminar. At the second stage of the program participants take a portfolio development class and begin the documentation and evaluation of their prior learning as homemakers and working adults. Lastly, participants design their individual degree plans on their educational goals.

Classes and workshops are held in participant homes and community based locations. An advisory panel works with the staff and the participants and serves as a liaison with the community.

This program will enable participants to be full-time students. Participants will be able to identify and document their prior learning experiences and, with the acquisition of a B.A. degree, will have a greater opportunity for employment outside of the home. Participants who retain homemaking as their primary vocation will benefit from improved home management skills.

Project Director:

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College Entrance Examination Board
New York, New York

By 1980 older students are expected to become 40 percent of the college population. The adult learner has different goals, objectives, and needs from those of the traditional 18-to 24-year-old student. Consequently, if the postsecondary institutions are to teach the skills, knowledge, and attitudes needed by adults, patterns within the institution must change.

The first step in developing programs and services more relevant to the needs of the adult learner will involve postsecondary institutions in the assessment of community needs. Institutions will need to develop insights and information about the demand for educational services existing in their community, about the learning opportunities provided, and about their own capability to respond to unmet educational and training needs.

The major goal of this project is to implement a Community Needs Assessment System in a variety of postsecondary educational settings across the country which can be used by all institutions in the conduct of their own assessment projects with minimal outside support. The system will provide a model and mechanism by which institutions can identify, understand, and respond to the needs of potential learners in their own communities. This is a 1-year grant.

It will be made up of five basic instruments. These model instruments are designed to assess the potential learner, community organizations, educational providers, employers and government agencies, and the institution itself.

The College Board, through its Future Directions for a Learning Society program, has taken the lead in developing services to strengthen the relationship between adult learners and institutions of learning. It is engaged in an active search for strategies, services, and policies to guage the needs of adult learners, to solve the problems institutions face in meeting those needs, and to increase public, professional, and political understanding of the field of adult learning. It is hoped that the major impact of this project will be improved services and programs to facilitate adult access to postsecondary learning opportunities.

Project Director:

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The College Board
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College for Human Services
New York, New York

To deal effectively with the human service needs of our population, it is critical that human service systems be reorganized to be more effective and more humane. The College for Human Services trains professionals who are capable of helping citizens in a number of ways.

The project continues dissemination of the College for Human Services' performance model of professional education through three College locations: New York City; Broward County, Florida; the East Bay area of California. Although the College for Human Services has developed a model that could be replicated by any institution of higher education, it reserves its places for low income students. The model blends theory and practice to focus on performance. Theoretical knowledge is related to "dimensions" that permeate all effective practice; an ability to set purposes; an awareness of values and ethics; an understanding of oneself and others; knowledge of the systems which effect our lives; and an ability to use appropriate skills in situations which arise. Students spend part of their time in the classroom, and part, by contract, in human service agencies. The new model includes new standards for admissions, a unique faculty role, and assessment based on "constructive actions". This is the last year of a 3-year grant.

Expected outcomes include: assessment and refinement of the curriculum in all three sites; development of sustaining operational funds in Florida and California; seminars to train agency supervisors in the new modality; job development on the state, federal and local levels to insure better human service delivery; the institution of management and fiscal policies under which all three Colleges will operate; publication of a national journal and the identification of additional institutions who may wish to adapt the College model.

Project Director:

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College of Staten Island-CUNY
Staten Island, New York

The College of Staten Island of the City University of New York, like other large open-access urban institutions, recognizes the seriousness of the "drop-out" or "attrition" problem. We propose to approach this problem through isolating what we believe to be the most crucial and vulnerable period in the potential drop out's academic career: the Freshman Year.

Open-access urban institutions like ours are confronted each semester with large numbers of entering freshman unprepared for college-level coursework. These students' most serious academic deficiency is in basic literacy skills. The problem is too massive to be left to the remediation specialists or English departments alone. The entire institution must redirect its attention toward preparing these students for college-level academic work.

The Freshman Year Program, operating in the second of a 2-year project, is designed to improve entering students' basic skills during their first semesters of academic coursework. The program encompasses four separate, but inter-related areas: 1) curricula development: freshman studies seminars focus on general problem areas and have as a major component the production of written work; 2) coordination of instructional faculty with each other and with non-instructional faculty; 3) student monitoring; 4) creation of a supportive student community: "blocks" or 25-30 students facilitate interaction and reduce the sense of isolation and alienation so many entering students now face.

Through the refocusing of institutional priorities and the development of a Freshman Year Program, we hope to reduce the rate of attrition for the first semester students below the current rate of 20 percent and reduce the percentage of students placed on probation below the current rate of 50 percent. The results of our institutional attention to the problems of the entering students should be replicable at other institutions, especially the larger, urban, open-access colleges and universities.

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Colorado Mountain Junior College
Glenwood Springs, Colorado

The Colorado Mountain Junior College district serves a five county, 5,700 square mile area with an estimated population of 70,000 residents. Characteristics of this mountainous district include difficult travel and weather conditions due to altitude and a diverse population ranging from affluent resort towns like Aspen, Vail, and Breckenridge to mining areas such as Carbondale, Gilman, and Rifle to ranching communities such as Eagle and McCoy. To address this diversity, Colorado Mountain College (CMC) operates eight fully staffed, community based instructional centers, in addition to two separate campuses, offering community and educational services. One significant outcome of this operational design is the increasing need for educational/career adult counseling services.

In June 1977, the Fund awarded CMC a 3-year grant to implement an "educational brokering" project, Outreach Adult Counseling and Information Services (OACIS). Using "outreach educational counselors", OACIS assists individuals in identifying processes to make goals, evaluate options, make decisions, and contact necessary resources. OACIS continues to establish a referral network of local, state, regional, and national sources of educational and career information. Over 2,000 persons have contacted OACIS regarding Adult Basic Education, job upgrading, teacher education, career change, graduate study, financial aid, and external degrees with subsequent enrollment in over 115 educational programs nationwide. Fifteen part-time "educational counselors" who possess related life experiences, knowledge of community resources and interpersonal skills provide services in community centers, work sites, libraries, homes, and the street.

The third and final year operations will include expansion of services, focusing on specific population segments. In addition, in the process OACIS hopes to establish and promote a "model" system for delivering adult counseling services in a rural area.

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Colorado Women's College
Denver, Colorado

Small liberal arts colleges have faced a decreasingly clear definition of purpose, method, and role in higher education. In particular, campus-wide learning models for women have not yet emerged. Experience-based education promises answers for both, but has not been widely used throughout a college learning program.

Colorado Women's College, a 4-year, private liberal arts college is developing its commitment to an effective educational model for women. This is the first of a 2-year effort to implement curricular changes as a combined faculty effort of three colleges - Loretto Heights College, Regis College, and Colorado College.

The program revolves around the design and implementation of individual faculty projects, all using an experiential model. Two workshops will be held to provide group efforts on the model and its use. Teams of faculty will visit each participant to give counseling on project design. Structured journals will be kept to increase self-monitoring and provide a means of thorough communication. Program design -- in particular the ongoing program evaluation -- is a model of what we expect faculty to do in their courses.

This program will bring more challenging, rigorous, and values-related courses to students in the individual projects. Students are expected to be more involved in self-designed learning projects, more independent library study, shared responsibility for evaluation, and more action projects in the local Colorado communities. While Colorado Women's College will be focusing on models strongest for women, the model will be relevant to all students.

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Commonwealth Association of Students Foundation
Harrisburg, Pennsylvania

The concept of consumerism is increasingly being applied to the field of postsecondary education, with students characterizing themselves as consumers of today's massive higher education industry.

Armed with case studies of students who have lost money and/or credit due to misleading, inadequate and false information, Pennsylvania's Commonwealth Association of Students Foundation is attempting to ensure student/consumers of certain rights such as due process, adequate grievance procedures and financial aid appeals mechanisms.

This project attempts to meet such needs at three selected model institutions in the Pennsylvania state college and university system with the results being passed on to the remaining eleven institutions in the system to promote the improvement of student rights and responsibilities.

At each of the three model institutions, a panel will be established to review all campus policies and procedures by which all matriculated students must abide. The project then goes one step further by evaluating the campus student handbook. This will ensure inspection and evaluation of all campus policies affecting students, as well as the manner in which such policies are packaged and disseminated. After this inspection, each panel's recommendations and changes in campus policies will be used to publish the up-to-date, comprehensive, student-oriented campus handbook which will be distributed, free of charge to students of the model campus.

The project is presently in the first year stage of a 2-year study designed to benefit 76,000 students; will guarantee that the students at the three model campuses will be afforded due process and adequate redress methods; will also provide students with a complete set of all policies, packaged in an easily read and easily obtainable publication. Incorporation of all this campus information in one handbook will be more cost-effective than the printing of several publications. Finally, the completion of this project will alert the remaining campuses to the value of conducting similar projects at their schools.

Project Director:

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Commonwealth Job Development Center
Hato Rey, Puerto Rico

The Puerto Rican low-income adults residing in urban public housing facilities have no flexible, free, non-traditional programs to serve their specific educational interests and needs. Achievement is difficult for low income students and they drop out of the educational system due to the rigid, prescriptive, and competitive selective character of formal institutions. Statistics in Puerto Rico show that out of every 100 students enrolled in first grade, only 37 graduate from high school and 11 from college. Our target population is part of that remaining 63 percent. The National Hispanic Institute (formerly the Commonwealth Job Development Center), a non-profit institution founded in 1968, has always provided services to disadvantaged populations.

Project DARE, now in its second year of a 3-year grant, is working within the community of Llorens Torres Public Housing Project with a sample of 30 participants. The average age is 23 and the average educational level is 10th grade. We are trying to discover with them a relevant educational model and are recording results for replication purposes in similar communities. Our departing point is the adult educational model developed by the Brazilian, Paulo Freire. We are dealing also with remedial education in order to have participants take and pass high school equivalency exams. We are registering progress in individual portfolios where each participant has an individual education plan. We have developed a Directory of Educational Services available free from local government agencies. And we also collaborate with 10 Clinical Psychologists on a part-time basis to deal with the mental health problems interfering in the educational process.

We expect to find cost-effective alternatives for providing educational opportunities for the adult low-income population of Puerto Rico who are unable or unwilling to enroll in available traditional education programs. The exploration, implementation, and evaluation process of different alternatives will be recorded and analyzed for dissemination and replication purposes. We also expect to initiate a dialogue with the employment sector to explore the feasibility of substituting "paper qualifications" for competency-based adult performance criteria.

Project Director:

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Community Congress of San Diego
San Diego, California

Many of the workers (community developers, paraprofessional counselors, self-help workers, etc.) in San Diego's alternative human service organizations find traditional professional education either inaccessible or irrelevant. Yet without the personal growth, legal powers, and career mobility which accompany continuing education and the associated credentials, the workers are limited in their ability to realize the full potential of the new human service roles they are creating.

The Community Congress of San Diego is a coalition of 47 community-based agencies and public interest/consumer organizations, as well as many individuals in San Diego County. The College for Community Learning is a component of the Community Congress. It is based on 4 years experimentation with programs integrating learning and community development and social change. Its programs are designed to enhance the capacity of individuals and organizations to become self-directed, self-reliant learners.

The Community Worker Education Project (supported by the Fund) is designed to build and validate the capacity of workers, organizations, and community workers to: 1) help define the job roles and the requisite competencies for community work; 2) identify the education and training needs of those workers; 3) identify the relevant education programs in existing institutions; 4) assist community workers in taking advantage of relevant educational programs; 5) where the programs are not accessible, advocate for removal of barriers; 6) develop practical education and training programs where the need exists.

The project, in its second year of a 2-year grant, is also designed to build networks of participating learners and organizations which strengthen the educational, advocacy, and policy efforts of Community Congress and other community action groups.

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Conference of Small Private Colleges
Princeton, New Jersey

Public policy, at both the state and federal levels, has long encouraged continuing education programs for adults. However, even though more than half of today's college students are 25 or older, public financial aid programs have not been adapted to meet the special needs of working adults who wish to further their education, especially those who must study part-time.

Despite the fact that the average part-time student enrolls at less than half-time, such students are excluded from all federal and most state financial aid programs, including guaranteed loans. To finance their education many are forced to borrow at commercial rates of interest, ranging from 12 to 18 percent per year. With the price of a three-credit course at private colleges now averaging $250, financial aid or credit plans become important factors in an adult student's access to further education. Unless aid is available or payments stretched out, the lump sum payment of tuition at the beginning of the school year may be beyond the student's means.

The Conference's project attempts to smooth out the "lumpiness" of tuition payments by encouraging colleges to establish or expand their in-house financing plans for adults who are not otherwise eligible for financial aid. This encouragement takes the form of: assisting colleges to establish installment plans, 120 day notes, deferred tuition plans, etc; to assist them in calculating default rates and establishing systems of self-insurance or mutual insurance against default. This is the last year of a 2-year grant.

Project Director:

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CAEL
Columbia, Maryland

The Council for the Advancement of Experiential Learning is a postsecondary educational association which promotes experiential learning and valid assessment of its outcomes.

This project, titled "The Learner as Comparison Shopper" will provide non-enrolled students with better information about receiving credit for prior learning experiences. This includes both dissemination of current resources and experimentation with broader services to be made available via computer. The Fund grant will support a telephone service which allows adults to talk directly with counselors. Third party groups, such as brokering services, businesses, and government organizations will be the primary dissemination vehicles. An additional feature of the project is the formation of a Learner Advocates Network. The advocates will work with task forces of employers, unions, and institutions to encourage them to use the practice of awarding credit for prior learning. This is the first year of a 2-year grant.

Expected outcomes are: 1) the improvement of information services for non-enrolled learners regarding experiential learning options; and 2) the creation and installation of an ongoing mechanism for obtaining new information and influencing education providers to be more responsive to the needs of working adults.

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COGME
Cambridge, Massachusetts

It is a fact that American life that comparatively few Blacks, Chicanos, Puerto Ricans, American Indians, and Asian Americans can be found in responsible management positions and on the faculties of business schools. At the same time, many employers in the private and public sector have described the difficulty of finding, within the underserved groups, any appreciable number of men and women who have the management training to fill positions leading to middle and upper level responsibilities. The causes of the underrepresentation are many and complex, but two basic forces may be identified. On the one hand, ethnic prejudice has held down career opportunities; on the other, economic deprivation has prevented all but a few from obtaining the graduate level professional training that would qualify them for decision making roles.

COGME (The Council for Opportunity in Graduate Management Education) is working to alleviate this problem through programs of recruitment and financial assistance to members of underserved groups in graduate management programs.

COGME was formed in 1970 as a consortium of 10 graduate schools of management (those at Berkeley, Carnegie-Mellon, the University of Chicago, Columbia, Harvard, the University of Pennsylvania, Cornell, Stanford, M.I.T., and Dartmouth) committed to addressing the problem of underrepresentation of minorities in its member institutions. While the COGME program has successfully drawn minority candidates from traditional channels and institutions (i.e., those students exposed to and interested in professional management education) it is now developing a project of recruitment of qualified applicants from sectors which now provide no significant applicant flow, including: minority individuals already working; minority women, minorities attending little known colleges; and minorities at well known universities who typically miss the graduate education counseling available.

In this first year of a 2-year grant project activities will encompass: exploratory seminars to probe the obstacles to graduate management education for minorities; urban recruitment forums; campus visits; and development of a resource base of program practices for the recruitment of minorities.

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Cultural Education Collaborative
Boston, Massachusetts

Adult education services must provide individuals with information necessary to access community resources. Museums, dance and theatre companies, science and arts centers in this city can offer resources to serve the educational needs of community residents. The capacity of such institutions to offer adult education programs has never been fully explored nor are they perceived by residents as providers of postsecondary educational services.

The Collaborative, since 1974, is involved in bringing and expanding the educational resources of cultural institutions to those who have not been reached. Surveys of communities and adult programs show that few of them turn to existing resources for sustained educational programming. Recognizing the potential value of creating long-term partnerships between cultural and community educators, the CEC begins a planned effort which can be most effective in reaching these people. This is the first year of a 2-year grant.

The CEC is developing a model for creating these partnerships and thus, expanding the scope of adult educational resources in Boston. In this new project, The CEC focuses on developing a workshop planning series to engage 10 community and 10 cultural educators in planning information and resource sharing and problem solving. With this vehicle, these groups are actually planning their own program. Pilot programs begin in the Spring of 1980. Designed from these workshops, these pilots show the efficacy of the mechanism and give impetus to continue programming past the life of the grant. In this way, the CEC insures a permanency to cultural education programs in the community.

The Cultural Community Education Program will serve to establish positive links between adult educators in community organizations and cultural institutions. The CEC will demonstrate a model for effective program planning which address the needs of the community residents. It will also establish a foundation in the communities it involves to secure permanent programming and continued relationships with cultural institutions.

Project Director:

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Delaware Art Museum
Wilmington, Delaware

The cost, location, and daytime scheduling of local art education programs makes most of them inaccessible to low-income, working class ethnic neighborhoods. The same is true of effective career orientation in the arts. Traditional art education often isn't effective for non-traditional audiences because it is not learner-centered. Though the Delaware Art Museum, a private, non-profit institution has, for 68 years, served the public through exhibitions and education, our facilities are underutilized in the evenings and, like other art centers, are not convenient to public transportation.

In this first year of a 3-year grant, the Museum plans to make learner-centered art instruction and effective career orientation in the arts accessible to 600 students, primarily in low-income, working class ethnic neighborhoods. It is the responsibility of a governance committee composed largely of representatives from the community to select the sites. Volunteers from business, government, and education -- in three advisory committees -- provide necessary assistance in the identification and development of marketable skills in art-related fields. Programs of art education taught in the centers produce self-sustaining products or services as chosen by neighborhood residents, such as a community newsletter.

Marketable products and skills will result; the Museum will also initiate entry for our students into accredited postsecondary schools. A learner-centered program will help to decrease the students' emotional distance from both the Museum and postsecondary schools. Those schools will be more responsive to new audiences and community education programs.

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Denison University
Granville, Ohio

The relationship between problem-solving skills in various disciplines and a possible general model of problem solving as it has been developed and defined in both disciplinary and interdisciplinary activities is the focus of this project.

Denison University, a 4-year liberal arts college, has presumed that exposure to diverse educational experiences would insure intellectual growth and the development of critical thinking capabilities. With declining achievement among entering college students a more structured and cohesive experience may be necessary to attain integration and maximize critical thought development.

In seeking to respond to the extent and clarity in training in critical thinking and problem solving we seek to examine the patterns of problem solving being used in a variety of disciplinary and interdisciplinary courses in order to find the common elements in these courses, as well as the areas where divergent problem-solving tactics have been and are being applied. The initial group of faculty participated in a workshop with outside consultants to broaden their own backgrounds in the area of problem solving and in the evaluative instruments which are used to test critical thinking. This background is being used in the planning of courses for the first year as well as the organization of evaluative instruments to be used in pre- and post- testing students who take these courses. During this second of 2 years of funding the faculty involved in the first-year program plus new consultants will offer a seminar for a second Denison faculty group.

The expected outcomes of this project will be: 1) an awareness of the styles and problem-solving used in various disciplines, 2) increased use of selected problem-solving patterns in traditional and interdisciplinary courses, and 3) evaluation of the effect of multiple exposure to problem-solving emphasis on the ability of students to solve discipline-oriented and general problems.

Project Director:

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DePaul University
Chicago, Illinois

Adults face many problems in returning to school: they are faced with hundreds of educational options, they need help in making intelligent choices about which option they choose, they do not understand how colleges work, and they are often scared and intimidated about returning to school.

Some highly innovative and creative approaches to dealing with the special needs of adults have been developed and could be shared with other educational programs, both in Chicago and nationally. One such successful approach has been the Discovery Workshop, developed by DePaul University's School for New Learning. In this Workshop, students learn to articulate their educational goals, identify their strengths and resources, recognize the educational options available to them, and generate creative solutions to barriers returning to school.

This project will take the Discovery Workshop model outlined above and build upon it to develop a multi-faceted adult student center in the Chicago area. The Center has eight major functions: 1) Generic Discovery Workshops; 2) Individual and Group Education Counseling; 3) Dissemination Workshops; 4) Advisory Committee; 5) Other Workshops for Students, aimed at reducing academic barriers to returning to school; 6) Materials Production and Dissemination; 7) Resource Bank; and 8) Public Relations.

There will be two major components to the evaluation of the Center: 1) information collected to be analyzed by decision-makers for program development and renewal, and 2) quantitative data collected to help gauge the success of the Center's outreach in serving the adult population of Chicago, demographically and geographically.

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University of D.C.
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The conventional lecture-and-discussion teaching method has been frequently criticized and the advantages of alternative methods have been demonstrated. Nevertheless, college teachers continue to rely on the conventional method and will not adopt another method until the necessary training, support, and resources are made available.

The teaching method used in this 1-year project emphasizes the students' responsibility for their own learning and provides the structure and support to make this possible. The usual teacher-focused interaction is virtually eliminated and class time is spent working in small self-led groups on carefully planned learning activities. The class is initially highly structured by the instructor. As the groups learn to set learning objectives and plan activities, the instructor's role gradually becomes that of consultant to the groups. The development of academic skills is an integral part of the learning, and the development of the requisite attitudes and behaviors are also conscious objectives.

Participating instructors receive experiential and didactic training in group process and form a continuing cooperative learning group themselves. The parallel between their experience and the students' provides an understanding of problems the students encounter. The students also receive group process training and assistance in developing effective work groups.

The project will initiate an instructional development program through the demonstration of an alternative teaching method. Beginning as a small project, it will expand the number of faculty involved and the variety of methods employed.

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Durham College
Durham, North Carolina

Durham College is a private non-profit junior college which serves minority, educationally and economically disadvantaged students who typically fall within the lower quarter of their high school graduating classes. Durham College intentionally is geared to working with non-traditional students with academic and motivational problems, who, by the standard of public school officials are considered high risk students and not so-called "college material".

During the 1976-77 academic year, the faculty, administration, trustees, and students became involved in a detailed study of the mission of the College as a part of its long range planning. A significant result of the study is the renewal of the historic commitment to focus on the non-traditional student. To achieve the objective to raise the academic achievement level of students, a unique instructional and faculty development program is being implemented throughout every area of academic instruction. The program is "Mastery Learning", developed by Benjamin S. Bloom at the University of Chicago, and successfully demonstrated at Olive Harvey College in Chicago. The techniques eliminate the competition which is traditionally a part of higher learning, i.e., that a certain percentage of students are destined to receive A's and certain percentage are destined to fail. The grant extends over a 3-year period. During the first year of the program, nine full-time faculty developed and applied Mastery Learning materials for eight courses. The evaluation data indicated significant achievement of expected outcomes. The College is presently in the second year of its 3-year grant.

As a result of the institutionalization of Mastery Learning, we anticipate that 65 percent of the students will have first-time successes as against the recent situation of 45 percent first time successes under the traditional methods of instruction. The strategy will be a model and resource center for colleges who wish their faculty to become proficient in implementing Mastery Learning.

Project Director:

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Eastern Oregon State College
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Adults living in rural areas are unable to pursue learning opportunities due to their geographical isolation and responsibilities of work and family. The barriers of access are intensified in areas having high concentrations of minorities, including adults in Oregon on Indian reservations and in Spanish-speaking communities. There is need for a delivery system which can provide access to resources, capitalize on local resources, and employ new modes of remote instruction.

This 1-year grant will establish a delivery system of information and collegiate instruction for 600 adults in a 50,000 square mile region in eastern Oregon. Six resource centers will be established utilizing existing community agencies in the counties which do not have a higher education campus or unit.

The primary activities of the Project will include installation of a toll-free telephone and part-time coordinators at off-campus centers. The coordinators will receive special training and materials for advising adults and utilizing local and university resources. They will convene local citizen advisory groups as well as meet with college staff in the planning and design of program offerings. New modes of learning delivery systems will be experimented with including video replay, independent study groups with mentors, assessment of prior learning, cooperative education, etc.

It is expected that once the off-campus network and a coordinated effort mounted among cooperating agencies is established; that the present barriers of isolation and lack of opportunity will be significantly reduced. A cost-effective delivery system, including an external degree for adults, will be possible by combining the resources of a large enough geographical and population base to overcome the limitations of any one community in the region. The delivery system will also be utilized by other colleges and public agencies for training programs and advanced degrees as well as enrichment programs.

Project Director:

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East Harlem Block Schools
New York, New York

There is no way to recognize the competence or build on the experience of parents and other community members who have been working as teaching paraprofessionals and have demonstrated the value of their work. Moreover, certified teachers usually find themselves isolated and unsupported, with limited opportunities for professional growth.

The East Harlem Block Schools have developed an in-service, competency-based training program for the staff and parents of its elementary school and day care centers which deals with these problems and, in partnership with Goddard College and Bank Street College of Education, now leads to B.A. degrees. This program is geared to low income working adults with families. The paraprofessionals and parents of the school can earn professional credentials. Most of the staff is involved in the program, not only those working for degrees; and training grows out of the goals, needs, and work of the center as well as the individual, and consequently benefits the children.

The current grant from the Fund enables the Block Schools to disseminate this training program. Seven community based educational and day care centers (five in New York City and one each in Washington, D. C. and South Carolina) are now involved in the project. The Block Schools provide direct assistance to participating centers at every stage of the process. The actual development of the training program, however, is done by the center itself, assuring flexibility in the adaptation of the basic model. The Block Schools provide technical assistance, workshops, feedback, and financial help for up to two years through seed grant monies.

During this final year of the 2-year Fund grant, the Block Schools will seek longer term support for the project. During the program year, the project will directly benefit some 500 adults. In the long run, it could establish a precedent with national implications both for community based adult training and college/community group collaboration.

Project Director:

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Education Network for Older Adults Chicago, Illinois

The Education Network for Older Adults has been established to serve interested adults, 55 years and older, in educational programs and to increase educational opportunities for older persons. Forty universities and colleges, 33 social service agencies and the 40 individual associate members which comprise the Network are working toward the general objective of promoting a full range of educational experiences for older adults.

The Network works to develop and facilitate linkages between odler adult population and organizations offering formal and informal adult education programs. Some of the services provided by the Network include: a Resource Bank which contains information and materials regarding current educational opportunities; a brokering and counseling service which links older persons with the most appropriate educational experience; outreach to encourage older adults to consider participation in education; seminars for registrars, financial aid officers, and faculty; and awareness programs to increase the public understanding of the relevance of education to the elderly.

A Resource Center is being developed which describes older adult educational programs in the Metropolitan Chicago area. It will be utilized by institutions in the area for exchange of information about successful ongoing programs, both traditional and non-traditional. New programs will be initiated at member and affiliated institutions. Public awareness of the educational, career and training needs of older adults will be highlighted, and barriers to education somewhat lowered. An ongoing network will continue on a permanent basis.

Project Director:

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Educational Television Center Menlo Park, California

Senior University of the Bay Area is a specialized consortium of educational and helping institutions which uses the already-in-place instructional Television Fixed Service (ITFS) system of the Educational Television Center of the Archdiocese of San Francisco to deliver specially designed courses to older adults in group viewing sites. In its second year, Senior University is offering courses to older adults in five sites: a multi-purpose senior center, two residential and day care centers, and two church-related senior groups.

Last spring approximately 30 older adults met at three sites for six weeks to view and discuss televised short stories dealing with the theme of decisions, moments of choice. This year seniors will participate in an interactive 8-week teleconference course sketching the evolution of painting and photography from prehistoric to modern times. Teleconferencing will allow participants to help shape the sessions by asking questions and sharing insights with the instructor and guest artists as the course is being taught.

Other courses to be offered include: A Social History of America in the 30's, an 8-week mini-course using documentary films introduced by a television teacher to trigger creations of oral histories or written autobiography; a series using real-life dramatizations and interviews to explore various lifestyles of elderly Americans who have lived unique and interesting lives; and a humanities course integrating aspects of art, literature, philosophy and social science to study a historical period and its relationship to contemporary life.

Perhaps the most unique feature of Senior University is its emphasis on the interaction and learning potential for seniors in learning groups. Special emphasis is given to group dynamics, training of facilitators, and previewing possible course materials with senior groups.

Project Director:

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ETS
Princeton, New Jersey

The contributions of professional and graduate education to our national welfare are widely recognized. There is mounting evidence, however, that the sources of financial aid for graduate students are drying up. High cost and uncertain job prospects may, as a result, adversely affect the postbaccalaureate plans of qualified and promising students. Although the lack of public financial support affects all graduate students, it is especially burdensome for students from poor and disadvantaged backgrounds.

Educational Testing Service, a private, nonprofit organization founded in 1947, is devoted to measurement and research, particularly in the field of education. It conducts research on techniques and uses of measurement, human learning and behavior, and educational development and policy formation; provides advisory and instructional services; and develops and/or administers tests for a wide range of sponsors. It also administers financial aid services, including the Graduate and Professional School Financial Aid Service (GAPSFAS).

The purpose of this project is to identify the kinds of funds available to graduate students, levels of student indebtedness, and to determine how institutions award financial aid to graduate students. The project will attempt specifically to isolate those factors that do or could contribute to a decline in the enrollment of low-income students at the graduate and professional level. Students, financial aid officers, and deans will be surveyed. The findings of the project will serve as a springboard for the opening of a national dialogue about the problems and future of postbaccalaureate financial aid. This is the first year of a 2-year grant.

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Enchanted Places
Taylor, Texas

The search for meaning is a motivational force toward postsecondary education for women both when they are young and all their lives. When a women loses her capacity to search either because of economics, isolation, or because of serious illness, she can become depressed and non-functioning. For the woman who lives outside the help of an institution, a community agency can act as her element of change by being supportive, informative, and accessible.

METAMORPHOSIS OF FIVE WOMEN is a model program which teaches communication skills to rural women in an effort to reduce these barriers. The program is comprised of RUTH, an on-the-job training course for paraprofessionals; TAMMY, literacy classes in isolated neighborhoods at unusual times; REBA, a four-step therapy program which restores the women "stroke" victim; BABE, camping for dissatisfied and destructive women which teaches how to communicate with self and others; and MARY, a parent-training program providing a communication system throughout 14 communities for mothers of handicapped children. The women in the classes have not only learned to speak, read, and write, but many have passed their GED exams, secured jobs, or started college programs. The MARY classes have secured funding for and established two FAMILY COMMUNICATION CENTERS which bring services to people with communication disorders.

FIVE WOMEN has developed the organic language method which combines academic and experiential learning to develop communication skills in women with different language or cultural backgrounds and the educational delivery system for providng equal learning opportunities to students isolated from formal educational settings. In the second year of a 2-year grant, the program will be disseminated and replicated in colleges and agencies throughout the country upon request to ENCHANTED PLACES.

Project Director:

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Exploratorium, The
San Francisco, California

The Exploratorium, a museum of science and perception, provides exhibits, designed and built on site, which lead one to explore and interact with the senses. Everything in the Exploratorium is conceived of as an instructional tool which can serve to illuminate specific natural phenomena or scientific concepts. We are a library of learning props which can be used by both visitors who are managing their own education and by formal educational institutions which range from nursery schools through universities.

The many distinctive features of the museum plus the general ambience of the place, the beauty of some of the effects, and the obvious financial austerity of the entire project, have made the Exploratorium a place which many communities and universities would like to emulate. We are trying to find ways to assist them to do so with our dissemination grant.

An internship program is available at the museum for individuals from communities and postsecondary institutions who wish to develop Exploratorium-like learning centers. During the first 2 years, 48 individuals from 24 institutions nationwide have participated. They have included faculty and deans of colleges and universities, museum directors, exhibit developers and technicians, and educators in the area of physics, biology, astronomy, and art. This year we will offer sabbatical leave fellowships for academic faculty. We will also be holding small conferences on the use of interactive exhibits for the teaching of specific disciplines. The project is in its third and final year of funding.

We are continuing to develop our Cookbook, a guide which tells how to build many of our exhibits. At the end of our 3-year dissemination program we hope to have assisted more than 30 communities in developing their own science learning centers, and to have developed a variety of detailed descriptive written materials which can be made available to colleges and universities and community organizations to assist them in their use of exhibitry.

Project Director:

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Florida International University
Miami, Florida

Traditional schooling has failed to provide farmworkers with the survival skills necessary to cope with drastic reductions in the need for farm labor. More than 20,000 farmworkers in South Dade County, Florida face a 20 percent decrease in employment opportunities over the next 2 years.

Florida International University, a 2-year upper division state institution, has created Partners in Learning (PIL) with a 3-year, FIPSE grant now in its first year of operation. The project pairs individuals academically trained with those trained through life experiences and involves students, agencies, and the rural adult community in a liberating education experience of action/reflection activities appropriate for rural populations.

The Project has four aims: to impact the target community by offering accessible educational opportunities, and participation with agencies providing educational services; to provide training, peer support systems and financial aid to target adult students; to provide incentives and training for agencies and organizations to sensitize them to the special needs of this population; and to collect and develop materials specifically designed by and for Florida farmworkers.

During its first year, Partners in Learning will have an impact on:
- 8,000 farmworkers through a Mobile Education Unit, Educational Comic Books, Teatro Campesino presentations, and education action projects;
- up to 250 farmworkers who become students through agency site visits and contracts, life planning workshops, support groups, and scholarship funds;
- up to 15 agencies with training workshops such as farmworker weekends, language immersions, and technical assistance.

The Project will also develop a Rural Education Yellow Pages, a Pictorial History of Florida Farmworkers, and slide presentations.

Project Director:

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University of Florida
Gainesville, Florida

Large public universities, dependent upon state and federal support, face inflating costs and diminishing dollars. In efforts to stretch limited resources, many institutions have turned to providing undergraduate instruction in larger and larger units. Students sit in lecture halls with hundreds of others, interacting with neither peers nor instructor. This results in an increasing depersonalization of an already impersonal system. The major goal of the Peer Teaching: Facilitation of Learning Project at the University of Florida is to maximize learning and at the same time better meet individual needs in a mass-teaching situation.

This is the second year of a 2-year project. Students in large-scale courses (1,500-2,000 enrollments per quarter) in chemistry and algebra-trigonometry are asked to do peer teaching as part of their course work. Peer teaching-learning, as distinct from peer tutoring, places students at the same level of academic development in situations in which they must work together, teach each other and learn from each other, constantly exchanging roles as teacher and learner. Procedures for assessing the impact of one student on another's learning are being developed. The actual process of student instruction is being explored through video-taped observations and analysis of peer-teaching behavior.

This project seeks to identify: 1) the contribution the peer teaching-learning process makes to increased achievement in mathematics and chemistry; 2) those students who are most adept at facilitating the learning of others; and 3) those clusters of verbal and non-verbal behaviors which are most closely associated with highly facilitative students. Long-range goals are to develop effective and inexpensive procedures which will help students acquire knowledge and problem solving skills and assist them in developing skills to help others.

Project Director:

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The Franklin Institute
Philadelphia, Pennsylvania

Science Museums are noted for their success in applying a "hands-on" approach to making science and technology more attractive and understandable to a wide variety and large number of people. The number and kind of people served is nonetheless limited by the location and nature of the traditional museum. Inner-city dwellers are represented to a large extent in pre-high school group visits. Adult women, minority teenagers or adults, and blue-collar workers are seriously under-represented.

The "Museum-on-a-Mall" will be located in an urban mall to reach out to a wider audience. It will include, in condensed form, the entire mix of exhibits and activities found in the parent Museum.

The project is in the initial planning phase, in this first year of a 3-year project. The planning involves the adaptation of science exhibits and instructional techniques that have already proven themselves in the parent Museum, to the needs of this new environment and new audience. The "Museum-on-the-Mall" project is designed as a pilot program whose success will be evaluated in terms of criteria we apply to the present Museum as well, such as: Does the Museum on the Mall attract and serve the audience it is intended for? Does it have positive impact on the visitor's attitude toward science? Does the visitor learn specific facts and concepts (cognitive gains)? Will visitors request and use follow-up materials, information sheets, etc.?

The "Museum-on-a-Mall" will serve hundreds of thousands of Mall visitors in a cost-effective manner. As a pilot project, it will also accummulate a body of information on the techniques and problems of operating an out-reach Museum which will be disseminated to other Science Museums with the goal of replication to serve an increasing fraction of the 35,000,000 daily visitors to shopping malls across the country.

Project Director:

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Fredrick Burk Foundation
San Francisco, California

That large segments of the population fear and dislike mathematics is not a new phenomenon. In the past this situation was tolerable; however, as our culture becomes more technological the conflict between the need for computer and statistical literacy on the one hand, and the fear of failure and inadequacy on the other becomes acute. Many students at San Francisco State University (SFSU), an urban state university with a large proportion of minority students and re-entry women, face this conflict.

Four years ago SFSU began a Math Without Fear Program to prepare students to succeed in remedial algebra classes. Based on the experience and success of that program, two new courses, Statistical Literacy and Computer Literacy, are being developed to prepare students to succeed in entry level statistics and computer classes without having to enroll in remedial algebra. A system of PET microcomputers provides students with hands-on experience with computers. The program is carrying on research so the new classes will be homogeneous with respect to students' learning styles. Each semester two SFSU faculty members from a variety of disciplines are trained to teach the literacy courses. This is the first year of a 2-year grant.

This program will evaluate, refine, and institutionalize curriculum in computer and statistical literacy which will: offer a comfortable environment in which fearful students can combat their mathophobia and concurrently sharpen their mathematical skills and reasoning abilities; accommodate, by preselected assignment of students to appropriate course sections, homegeneous learning styles; and be applicable in other colleges, community colleges, and even secondary schools so that students in the future will enter college with mathematical literacy.

Project Director:

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WYES
New Orleans, Louisiana

The Greater New Orleans area boasts a number of excellent academic counseling and women's centers which offer a broad range of postsecondary information. Although cross-referrals do take place within these academic centers, only a small percentage of adult women re-entering the educational system obtain the information they need. WYES...the non-profit television station in New Orleans perceived the need to pool existing resources and create an efficient means of disseminating such information to the largest number of women possible.

We are now in our third funding year of televising a series of monthly, live, 60 minute programs. Some topics we have covered include: locations and curricula offerings of postsecondary educational institutions; financial implications of returning to school or college; feelings of inadequacy and insecurity felt by older women returning to school; family adjustments for the women returning student; career development and job hunting; and the special problems of displaced homemakers and Spanish speaking women. Open telephone lines in WYES studios enable direct conversations between viewers and in-studio guests. Spanish speaking viewers hear a simultaneous translation of the program by turning down the volume of their television sets and tuning in Tulane University's campus radio station. We also publish and distribute a directory of area postsecondary institutions and a resource sheet which contains a summary of the information presented on each program and the names and agencies referred to on each.

The expected outcomes of the project are to continue to: collect and disseminate postsecondary educational information to a large viewing audience in southern Louisiana and western Mississippi; identify and categorize problems facing potential women students; provide counseling and vocational guidance for mature women who are considering returning to school or work; research and publish demographic data, curricular needs, and questionnaire responses of women viewers; and consideration of the project as a model for potential national use.

Project Director:

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Harvard College
Cambridge, Massachusetts

Our current study, titled, Value Added II: Using Methods of Student Outcomes for Educational Policy, is a 2-year project involving Boston State College, Brown University, Harvard, Radcliffe, Texas Tech University, University of California at Irvine, University of Georgia, and the University of Nebraska. A random sample of 100 freshmen and 100 seniors matched on ability, achievement, and academic interest are being tested at each college and information about their college experiences is being collected. The data from the 1,600 students is then computer analyzed to determine which experiences at each school contribute the most to student growth. Members of the collaborating teams, which include individuals involved in determining basic educational policy at each institution, will meet to discuss methods of implementing the information derived from the study of their specific institution.

Our immediate goal is to provide the participating institutions with a mechanism for making decisions at their own institution. We will also explore the use of these measures for student counseling, to let students determine their own educational outcomes. Our long range goal is to provide a functional approach for any college to determine the degree to which their students achieve the educational goals which they have established for themselves. A handbook describing the methods and illustrating the strengths of the approach and the results at the collaborating institutions will be written and distributed. The teams developed at the collaborating institutions will also be in a position to serve as leaders in helping other colleges to use the techniques in deciding how to wisely allocate resources to achieve institutional objectives.

Project Director:

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Harvard University
Cambridge, Massachusetts

While colleges and universities are required to undertake affirmative action efforts in faculty hiring, their efforts can be successful only if there is an increase in the pool of minority candidates qualified by earned doctorates in the academic disciplines.

The graduate schools of Brown, Columbia, Cornell, Harvard, MIT, Princeton, Yale, and the University of Pennsylvania all offer study leading to the Ph.D. All share a history of efforts to increase the number of minority students earning doctorates in arts, sciences, and engineering fields.

This consortium is sponsoring conferences in Boston, Washington, and Atlanta to acquaint large numbers of minority students with the nature and conduct of study for the Ph.D. Current competitive minority recruitment practices cannot effectively address the problem of underrepresentation until more minority students learn early in their undergraduate years about the availability of doctoral study and the reasons for considering it for themselves. The conferences, then, staffed by minority scholars and graduate students, inform students in all years of study about the practical and intellectual aspects of graduate work, from the relevance and rewards of research to graduate admission criteria and financial aid. This is a 1-year grant.

By providing accurate, detailed information to students while they have sufficient time to consider postgraduate options, we expect that many minority students heretofore unaware of scholarly careers or ill-informed about them will consider undertaking a Ph.D. at these and other institutions throughout the country. The conferences will help increase the number of minority doctoral candidates and thus the number of minority individuals available for faculty positions nationally.

Project Director:

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Harvey Mudd College
Claremont, California

Informally organized discussions among some faculty of the cluster of six Claremont Colleges led us to believe that faculty, as well as students, suffer because of the traditonal narrow disciplinary organization of education. Our hopes are to be able to synthesize science and humanities in the courses that we regularly teach, to attend to both visual and verbal knowledge, and to enhance faculty and student relations.

This 3-year project, which began as the personal vision of a few, and is now a major part of faculty culture; is in its last year. Approaches which were viewed with skepticism are now accepted and expected: Faculty members who were isolated in their attempts at transdisciplinary integration are now admired and supported. This happy state is the result of interdisciplinary seminars and discussions, workshops on ethics and effective teaching skills, and over 30 individual projects which transform specific courses in Art, Chemistry, Freshman Composition, Literature, Mathematics, Philosophy, Physics, Psychology, Renaissance Studies, etc. The whole campus is involved in the sharing of ideas through a newsletter to all faculty and some students.

During this last year an effort will be made to involve all 5,000 Claremont students and many other students in the geographical area. This involvement will be through student advisory committees, a newsletter, and invitations to participate in our discussions and workshops. An evaluation of the effect on faculty and students will be completed. Class and lecture notes and supplementary reading and reference material for the transformed courses will be produced.

Project Director:

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Howard University
Washington, D.C.

Black college seniors have had an insufficient opportunity to engage in research at traditionally Black colleges and universities. A large part of the reason for this is that research at these colleges and universities has been only partially supported by the federal government. Consequently, Black educators and students have been deprived of a vital tool of scholarly inquiry, research, which is an important area of academic training and development.

The Institute for Urban Affairs and Research (IUAR), founded in 1972, has been established as a mechanism for providing a comprehensive urban affairs program, coordinating university-wide social and behavioral sciences research and community service projects. It combines Howard University resources and capabilities with community leadership and resources in order to provide research programs for meeting the needs of Black educators and students.

The Institute for Urban Affairs and Research is in its first year of a 3-year grant and is developing a research training program for Minority College Seniors. This project is to consist of a research training program for 60 students from Howard University and other colleges and universities in the Washington, D.C. area. The program is to have a course of study emphasizing models and methods of social and behavioral science research, computer utilization in social research and grantsmanship, and a practicum involving activities such as working on an active research project, visiting and consulting with federal agencies, and exploring career options in agencies with a research orientation.

The research training project will serve as a model for other predominantly Black colleges and universities whereby they might provide an opportunity for more Black educators and students to conduct scholarly research. Thus the shortage of experienced Black researchers may be overcome.

Project Director:

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Illinois Central College
East Peoria, Illinois

The community college movement in America resulted from a need to provide postsecondary education for more people. These colleges have attracted large student bodies and energetic faculty. On the average, however, students entering college transfer programs at local community colleges are not as prepared for baccalaureate work as students entering 4-year colleges and universities. To further complicate matters, neither curriculum design nor teaching styles and techniques utilized by community college faculty differ significantly from those found at 4-year colleges and universities.

In 1975, under a grant from the Fund, faculty at Illinois Central College began a new program called DOORS (Development of Operational Reasoning Skills). This program used a new classroom approach requiring more active participation by students who enrolled in several specially designed classes. Evaluation of this program indicates its success in reducing the number of students who are unsuccessful in completing their first semester.

This new project now in the first of 2 years, (COMPAS: Consortium for the Operation and Management of Programs for the Advancement of Skills) will assist six community colleges in beginning DOORS-type programs. The seven colleges involved will include ICC as resource base, William Rainey Harper College (Palatine, IL), Prairie State College (Chicago Heights, IL), Joliet Junior College (Joliet, IL), Surry Community College (Dobson, NC), Community College of Allegheny County (West Mifflin, PA), and Seminole Community College (Seminole, FL).

The consortium will begin with an initial 2 and one half-day workshop at ICC. Then, local staff will begin weekly seminars to design and develop programs to reflect local needs. In the fall of 1980, six new programs will be offered to over 200 students.

As a direct result of this project, students in each program are expected to be more successful in completing their course work when compared to similar students entering traditional classrooms. Additional expectations include a change in basic faculty attitudes toward teaching.

Project Director:

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Incarnate Word College
San Antonio, Texas

Many mature women are still not being adequately served by postsecondary educational institutions in San Antonio. These include particularly: 1) women of pre-retirement and retirement age from the large military contingent of San Antonio, 2) women with families, who have never enrolled in a degree program or whose baccalaureate programs have been interrupted, 3) single parent women who are working full or part-time in jobs that do not utilize their full potential, and 4) women to whom English is a second language.

Women comprise 75 percent of the total student population of Incarnate Word College and 27 percent of these women are beyond the age of 22. To meet the needs of these mature women, the college designs and implements a college entry and re-entry program called WENCOE (Women in Education: New Careers, Opportunities, Experiences).

To reach the target groups it is appropriate that Incarnate Word College initiate a TRANSITION TO COLLEGE OUTREACH PROGRAM FOR WOMEN. Many of the existing WENCOE programs are adaptable for outreach. The transition program is seen as reaching the older students in their community through seminars, workshops, college-student-for-a-day programs, financial aid brochures, single-parent women surveys, skills tests, college program displays in local shopping malls, and pre-retirement education programs. This is the second year of a 3-year grant.

This outreach program is designed to promote positive self-images, increase confidence, raise awareness of opportunities for education, careers, and volunteer service, update academic skills, and improve proficiency in English. Immediate outcomes are expected to be increased enrollment in postsecondary education, increased retention, and reduced risk of failure for mature women. Since Incarnate Word College is one of four postsecondary institutions in a consortium of colleges, a learner-centered transition program directly benefits all colleges in the consortium.

Project Director:

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Indiana University Foundation
South Bend, Indiana

Academic advising must be rejuvenated in order to meet the increasingly "non-traditional" needs of the student constituency. In the changing context of higher education, jobs, age, and family responsibilities place constraints upon time and set students' post-secondary educational experience in novel personal and social contexts. Faculty members, administrators, and students need to work together to find new ways to make academic advising successful.

Indiana University at South Bend is one campus in a large multi-campus state system. It is a small, 4-year university geared to a commuting student population. Most of the approximately 6,000 students must divide their time and their priorities between school work and outside responsibilities; many are returning to school after years or even decades away from an academic environment.

The Mentor Advising Program brings together 15 faculty members, 150 freshmen students, and 30 upperclass student peer advisers, in a two-semester program of advising and classroom study. Working in small "mentor groups", the participants meet regularly to explore aspects of the learning experience, and in small credit-bearing seminars, to discuss the liberal arts as they relate to contemporary interests of students. In addition, they attend a series of training workshops throughout the year and share in ongoing evaluation and development of the program.

This is the first year of a 3-year pilot program which will develop an approach to academic advising specifically tailored to the needs of the University's diverse student body. It will create a large and growing cadre of faculty members and administrators experienced in that approach, as well as an expanding group of students able to serve as peer advisers in the future.

Project Director:

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Institute for Architecture and Urban Studies
New York, New York

The Institute for Architecture and Urban Studies, founded in 1967, is an independent non-profit agency concerned with research, education, and development in architecture and urban design. It offers a series of programs, including evening lecture series, exhibitions, publications, and academic programs, designed to foster an increased awareness of architecture as a major cultural expression.

Architectural education in the professional academic programs often fails to relate the study of architecture and urbanism to actual urban problems and specific situations. The separation of the teaching of design, its theory and method, and the implementation of design, the actual building and planning, illustrates the distance between schools and the profession.

The Institute for Architecture and Urban Studies is establishing, within the context of its ongoing educational programs in architecture and urban design, a new educational unit: The Advanced Design Workshop in Architecture and Urban Form. The Workshop is open to all students in architectural and planning programs throughout the country. The program addresses two groups specifically: fourth-year students in 5-year professional undergraduate programs or 6-year multiple degree courses and graduates from 4-year non-professional architecture programs. This program is currently in its second year of a 3-year grant.

The Institute for Architecture and Urban Studies is not a degree granting institution, but is a complement to existing academic resources. Credit for participation in the IAUS programs is thus given by the parent institutions. Sixteen academic institutions are part of the consortium now participating in this program.

Project Director:

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Institute for Labor Education and Research
New York, New York

Adults who work in offices, shops, and factories present unique learning problems. While reform and experimentation inside colleges and universities can alleviate some of these problems, many of them are rooted in the separation of the educational process from the job experiences of working adults.

The ILER is an independent, non-profit education project, one of whose purposes is to overcome the separation between learning and work that is inherent in most schools and jobs. We seek to do this by organizing classes for working people in settings as close as possible to their workplace. In most cases this has meant teaching in local union halls. The ILER works closely with industrial unions and other interested groups in the northeast to develop an educational approach best suited to the interests and needs of working people.

The ILER is attempting to distill its experiences of the last five years, and to make this experience available to others in the form of teachers' guides and course materials. Our major activities for the year will include three cycles of courses and forums at which we will continue our tests of alternative teaching techniques; a continuing effort to evaluate the results of those tests and to improve our approach; drafting a series of essays to be presented to a year-end conference to which persons interested in labor education would be invited; planning and hosting that conference; publishing its proceedings; and preparing our test materials in a form suitable for final distribution. This is the second year of a 2-year grant.

Project Director:

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IDEAS, Inc.
Nederland, Colorado

IDEAS, a non-profit, tax-exempt, public educational institution founded in 1965, collaborates with community and other institutions to jointly sponsor innovative program models in community-based, experiential learning education, and in rural development in less developed countries abroad. IDEAS is also responsible for the nationwide dissemination and replication of the Foxfire learning concept. IDEAS will collaborate with school districts and community colleges in Colorado and elsewhere serving migrant farmworker communities to develop, implement, test, and institutionalize a nationally replicable model for bringing previously excluded migrant youth and other similarly disadvantaged rural youth into the system of postsecondary education.

This project, "A Better Chance" links community colleges with an innovative learning technique, the Foxfire experiential learning concept. The Foxfire program of cultural journalism has been successfully integrated into the curricula of secondary and post-secondary institutions throughout the country. Using this adapted vehicle, migrant student can achieve the cognitive, affective, and behavioral skills needed to channel them into existing, continuing programs of postsecondary education.

A Better Chance in its first year of a 2-year grant will involve enrolling migrant youth in community college courses and in GED skill centers, and utilizing the Foxfire process as a means to improve basic skills while simultaneously enabling the students to publish the results of their community research in publications of their own creation. The implementation process involves community colleges, school districts, an integrated training process, bilingual graduate teaching interns, and a variety of cooperating agencies, including the Western Interstate Commission on Higher Education (WICHE), Boulder County CETA, and local community agencies. In our second year we are planning to extend the project to California. Dissemination will occur through existing networks and through cooperation with collaborating institutions.

Project Director:

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Intercultural Resource Development, Inc. New York, New York

The Hispanic population - in particular, Hispanic women - are among those least adequately served by the educational system. These women have few opportunities for education or improvement of work skills leading to long range career prospects. Nearly all of these women (age 21 and over) are raising children. Their bilingual/bicultural background makes it more difficult for them to be as assertive as other women, especially when they have to confront the reality outside their neighborhood or their culture.

H.A.C.E.R. the Hispanic American Career Education Resource, Inc., started as a volunteer organization to help to ameliorate these problems. The basic objective of this project is to act as a brokering agency between the Hispanic community and the world of education and work.

The activities of the project are: outreach, workshops, orientation to the world of work, development of career paths, exposure to jobs, financial aid, and counseling aimed at achieving both academic and personal growth with emphasis in self awareness and self understanding. Meetings will be held with potential employers and academic institutions to develop the learning resources and a career advisory service.

Three principles form the basis of the program. It is organized so that full-time learners can maximize their time - courses are offered in students' own neighborhoods; students and instructors are organized into affinity groups so that they can provide mutual support; and the basic curriculum has been inverted so that adults start with what they know and then move to fulfilling prerequisites. Regular college teachers teach at the off-campus sites. The project expects to serve approximately 1,500 hispanic adults focusing on women. During the first year two off campus Hispanic Women Learning Resources for 275 students in higher education in New York City will be developed.

Project Director:

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University of Iowa Iowa City, Iowa

The improvement of instructional practice is a slow, tedious process. One reason for this is that instructional innovations are not systematically distributed in postsecondary education. The use of computers in education is one practice that falls far short of its potential for enriching education because of lack of systematic dissemination.

CONDUIT, located at the University of Iowa and affiliated with 16 other sustaining member institutions, has as its mission the widespread dissemination of reviewed, tested and well-documented computer-based instructional materials. In the past 4 years, CONDUIT has distributed over 4,000 sets of such materials to over 500 postsecondary institutions around the nation.

CONDUIT is launching a project to adapt exemplary existing materials to the newly available, low-cost microcomputers, taking full advantage of such features as graphical displays, full color, and audio output, which hold great promise for educational applications. New materials developed expressly for microcomputers will also be reviewed by CONDUIT. Any of the adapted or new materials that meet CONDUIT's standards, as determined through peer review, will be made widely available to postsecondary institutions. This is the first year of a 3-year grant.

The primary near-term outcome of the project will be the identification and widespread dissemination of 35 microcomputer-based instructional modules in a variety of disciplines, including the humanities and social sciences. The principal longer-term outcome will be the impact on the development of future materials, based on these 35 as examples, and based on the guidelines and standards that CONDUIT formulates during the project.

Project Director:

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Ithaca College
Ithaca, New York

Many students today enter college with inadequately developed skills for critical thinking and logical expression. Ithaca College's School of Humanities & Sciences, the largest of six schools at this private, 4-year liberal arts college, recognizes the need to assist students through expanded and improved instruction.

We are in the second year of a 2-year project that aims to present the best of traditional liberal arts education through a supportive methodology emphasizing critical thinking and logical expression. The program consists of special project sections of existing liberal arts courses and, is appropriate for students from any discipline.

During the first year of the project, faculty study five basic fields: reading, critical thinking, writing, speaking and listening, and study skills; in addition, they redesign their courses and develop instructional techniques in accordance with specific project objectives. Redevelopment includes awareness of assumptive teaching, methods for analyzing and selecting materials, critical and sequential use of diverse assignments, and techniques that concurrently emphasize project and subject-specific objectives.

During the second year, eleven project sections are offered to students from the following disciplines: Art History, Biology, Chemistry, Drama, English, History, Linguistics, Psychology, and Speech. Students move at their own pace from full enrollment in the program to an exit from the program by the end of their sophomore year. Project faculty meet periodically to discuss their work and student progress.

The project intends to have an impact on both students and faculty: we expect to find evidence of improved learning and mastery of skills for critical thinking and logical expression; in addition, we will look for improvement in teaching effectiveness both in project sections and, as a result of "spill over," in courses outside the program.

Project Director:

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Jersey City State College
Jersey City, New Jersey

Surveys of large city school systems continue to document the failures of inner city schools identified in the report of the Kerner Commission. Although Jersey City, New Jersey, the central city of Hudson County, has been identified as one of the 10 most economically deprived cities in the United States, the deprivation of the urban schools is somewhat attenuated. The problems of the Jersey City has become a major port-of-entry for foreign immigrants and, as a consequence, the schools are faced with great needs for expanding bilingual/bicultural and ESL programs. There is a great demand for a "different kind of teacher," one who can function effectively in a highly diverse cultural setting.

Jersey City State College has developed a 3-year, totally field based teacher training program designed to confront two specific problems and one of a more general nature. The first of these is the problem of inadequate and inappropriate preparation of pre-service teachers for culturally mixed inner city schools. The second problem to be addressed is that of revitalizing senior college faculty who are locked in traditional programs. The general problem to be addressed is that of the generally poor relationship between public and higher education.

It is anticipated that at the completion of the program pre-service teachers will operate in a diagnostic/prescriptive mode in their teaching, with a broad repertoire of techniques and behaviors appropriate for a culturally mixed environment. College faculty, hopefully, will demonstrate a willingness to be intimately involved with inner city schools and will develop controlling and reinforcement behaviors appropriate for that environment. As a result of the cooperative development and implementation of this program, it is expected that college faculty, public school faculty, and pre-service teachers will view themselves and each other as professional peers and that each group will actively use the others as learning resources.

Project Director:

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Kansas State University
Manhattan, Kansas

The unmet learning needs of adults in rural areas, in terms of their desires to learn, to share resources, and to develop new concepts for survival, is a problem being addressed by University for Man. The first step towards the resolution of the problems of rural America is education. For over 4 years University for Man has been working with more than 30 communities in rural Kansas to develop a unique free university/community education model that is adaptable to any community. Programs are "owned" totally by local people in each town, and have an extremely low cost of operation.

Because of the success of this model, UFM has received requests for assistance from rural groups and organizations all over the country. UFM has a model with potential for nationwide dissemination, and to expand realistically the dissemination of this model, it has developed a plan to work with four different delivery systems in four other rural states: Oklahoma, South Dakota, Kentucky and Missouri. The delivery systems in those states are a public library system, a private college consortium, the state cooperative extension, and a state university. By working with an area-wide delivery system, UFM will be able to expand the model for rural lifelong learning and, at the same time, develop the capabilities for becoming a national consulting organization. This is the first year of a 2-year grant.

Objectives of the project are: 1) to test further the transferability of the UFM educational model to other settings; 2) to test the effectiveness of using existing organizations, agencies and delivery systems for continued implementation and dissemination of the free university/community education model; 3) to develop a better understanding of the model; 4) to influence collegiate and noncollegiate systems of postsecondary education in such a way that they will begin to use the UFM model as an educational delivery system; 5) to develop more appropriate dissemination strategies; and 6) to initiate a plan for nationwide rural networking of the various organizations and practitioners now working in this field.

Project Director:

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Kentucky Highlands Investment Corporation
London, Kentucky

The economic development of a region is highly dependent upon the level of entrepreneutial activity in that region. In many underdevelopment areas in the U.S., indigenous entrepreneurs lack the skills and capital essential to starting a successful business venture.

Kentucky Highlands, a private, non-profit development company, has pioneered the tactic of using entrepreneurial talent to meet the economic development goals of a region. However, we are hampered in dealing with many entrepreneurs from Eastern Kentucky simply because they have not had the opportunity to develop the skills and knowledge needed to build larger companies. Capital needed for start-up or expansion has also not been available to these people.

KHIC is implementing a major effort to locate and assist local entrepreneurs, by offering them access to investment capital (through a loan fund) and providing them with highly focussed technical assistance. We are designing and running workshops to be attended by prospective entrepreneurs to assist them in identifying their learning needs, in planning for the start-up or expansion of their venture, and in securing necessary capital. These efforts involve local business, education, and social leaders in locating potential extrepreneurs and providing some of the technical assistance through an Enterprise Resource Group. Also, management training seminars will be conducted regularly both for entrepreneurs who receive a KHIC investment and those not needing the financial backing of KHIC.

This program will identify at least six to eight entrepreneurs each year, identify their business skill lacks and financing needs, and provide training in those areas coupled with a KHIC loan or investment. Up to eight to ten other venture managers may attend management seminars provided for the entrepreneurs identified above. These entrepreneurs and managers will increase sales, profits and employment as a result of the assistance. It is expected that the loan fund will become self-sustaining within 3 to 4 years of initiation.

Project Director:

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The Learners' Cooperative
Washington, D.C.

Registered nurses (RNs), most of whom have received their training in 3-year diploma programs or in 2-year associate-degree programs, are under increasing pressure from professional societies and employers to obtain baccalaureate degrees in nursing (BSN) to continue their "professional" status. Most BSN programs, however, are designed for the 18-22 year-old full-time student and not for the working RN with family and other responsibilities. An additional problem is the lack of articulation between diploma, associate, and baccalaureate programs often resulting in the RN's need to repeat much of the course work he/she has taken previously. Financial, psychological, and geographical barriers also stand in the way. Many BSN programs want to serve RNs, but haven't felt sufficient pressure from nurses to put their good intentions into action.

The Learners' Cooperative, established under an earlier 2-year FIPSE grant, is a non-profit organization designed to aid adult learners in encouraging educational institutions to provide high-quality, convenient, and cost-effective programs. In Spring 1979, The Co-op established the Washington-area nurses' chapter. Its 78 members, with help from Co-op staff, developed a "request for proposal" (RFP) identifying components of a BSN program which would be responsive to their needs. Thirteen colleges received the RFP, and six sent responses the Co-op by the August 1 deadline.

The present 1-year FIPSE grant will enable the Co-op to continue this developmental process through the stages of proposal review and negotiation and up to the point where the Co-op will enter a contract with the educational institution(s) whose nursing program most effectively meets the needs of chapter members. The Co-op will also disseminate information about this process to RNs around the country in hopes that other chapters might emerge and will continue to work with leading nurse educators and representatives of the National League for Nursing, the American Nurses' Association, and the American Association of Colleges of Nursing throughout the year.

Project Directors:

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Learninghouse, Inc.
Prescott, Arizona

We are an independent training/consulting agency specializing in personal growth and professional development. In the past 2 years we have given 30 educators from 10 states an opportunity to examine where they are in their careers, what they want to do, and how they can provide support for each other.

We have built up some rather unique experience on the conditions for personal, program, and institutional renewal. Now, we want to pass on some of the lessons of this experience. In 1979-80, the last year of our 2-year grant, we will conduct workshops for people in education, human services, counseling, and organizational development. We will be giving participants a taste of the Southwest Field Training Project, through exercises, slide show, written reports, and group discussions.

The features of our project encompass not only "faculty development" -- an area sorely in need of revision -- but also adult stages of growth theory, client- or student-centered program design, participatory training methods, new forms of evaluation, the development of resource exchange networks, peer counseling, and self-awareness for right livelihood career changes.

This work has broad and important implications, and applications to the situations of many others. We welcome inquiries, attendance at the dissemination workshops, or a chance to work with you directly.

Project Directors:

Hal Lenke
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Lindenwood Colleges
St. Charles, Missouri

As a private, liberal arts college, Lindenwood is actively trying to retain the sense of immediacy that the liberal arts have traditionally provided. Consequently one of the goals of this project is to initiate a new program to integrate the liberal arts with professional training in the health care field.

We are currently in the third year of a 3-year grant the purpose of which is to find ways to apply the social sciences, humanities, and natural sciences to the solution of community health problems. Areas of concentration include clinical training in a hospital in the metropolitan area, health care administration, health care research, environmental health, and health care education. All these areas lead to the baccalaureate degree and include preceptorships, interdisciplinary courses, and field experiences. The goal is to prepare people who will have the competencies to analyse, improve, promote, and maintain the health of the public.

We will produce our first graduates over the course of this academic year, and we expect them to be able to apply their academic and practical skills immediately in the health care field. We believe that the areas of environmental health and health care research hold out the greatest opportunity for advancement and development for our graduates, and we therefore plan to concentrate on these areas for the immediate future.

Project Director:

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Loretto Heights College
Denver, Colorado

Adults in the mid-life are entering American higher education institutions in increasing numbers. New research has highlighted the importance of reorientation and growth during these years is often related to learning about oneself, one's society, and values through which self and society are related.

Project Transition supports learning through a new approach to liberal studies based upon issues important to adulthood. The project comprises four, 1-month seminars and a concurrent program of career development. The seminars are" Psychology of Adult Development, Values in Adult Experience, Perspectives on the Future, and Learning as Adults. Together, the seminars and the career development process are intended to expand personal horizons in a supportive group atmosphere while at the same time sharpening vocational interests and career development skills.

The Project presently is in the third year of a 3-year grant from the Fund. To date 175 adult learners have participated in 14 groups. In many instances, employing institutions contribute to sharing costs with students through tuition-reimbursement plans. Project Trainsition is offered three times a year on the Loretto Heights College campus. The Project also can be scheduled at times and places convenient to particular groups of learners, such as at the workplace of individuals who are employed together.

The primary objective of Project Transition is to assist its adult learners in their personal/educational planning. Several measures are being used to assess change and growth throughout the 4-month process. In addition, there is an on-going, organized dialogue with students to identify their important life concerns. These issues are to serve as data for the evolution of a liberal studies curriculum based on the dynamics of adult development. Research and dissemination efforts have been shared with a task force of several Fund projects, to which Rita Weatherby and Jill Tarule serve as consultants.

Project Director:

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University of Louisville
Louisville, Kentucky

The admission of students into graduate programs in the field of social work is one the major social issues of the 1980's. Project PPQ was designed to identify professional preparation qualities in order to screen potential students into the graduate program in social work at the University of Louisville. The basic objectives of Project PPQ is to develop a procedure for measuring experience which is related to graduate work in this field. Ultimately, decisions about admission to the program and about advanced standing will be made using PPQ's techniques. The design of the project calls for the use of similations and games as a part of the process by which students are evaluated for admission. It also calls for very active participation of students now enrolled in the program who are involved with the development of the instruments and procedures.

In the second year of a 2-year grant, PPQ hopes to further implement and test the procedures developed in our first year of operation. It is expected that students who rank highly based on a PPQ assessment will be successful both in graduate school as well as in the social work profession that will eventually pursue. These techniques are already becoming an integral part of the admissions process at the Kent School of Social Work here at the University of Louisville, and hopefully, other institutions will adapt these procedures in their own admissions policies.

Finally the Project has been the object of considerable interest on the part of many professionals in the field of social work and human services. It is anticipated that these assessment techniques can and will be used for evaluations of professional preparation other than those which occur in the college or university setting, and a dissemination plan is being developed to respond to this need.

Project Directors:

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Loyola University of Chicago
Chicago, Illinois

One of the difficulties of dealing with bright faculty members is that they continually develop new skills, or they want to test out their skills in new places. Yet the lock step pattern in higher education works against this kind of career growth. Loyola University, an urban school of moderate size (15,500) with a complex structure (ten schools, three local campuses, 650 faculty, 150 trained staff and administrators), focuses on dealing with this issue of career development.

The major range of the Program involves placing faculty, administrators, and trained staff in business, government, or public service corporations for a year's period of time. There are also exchanges external with other universities and internal exchanges within Loyola. It is believed that all persons, during some portion of their career, can benefit substantially from working under alternate constraints. Protected with a leave of absence during their placement, many of the persons who are placed with return to the University; some, however, will move on to new careers.

The program's activities provide services to help persons think about their own future: financial planning and time management workshops. Workshops on integrating personal and professional goals assist many persons in making decisions about their career future. For those who are interested in placements, skill assessment, interviewing, and follow-up sessions are important. Starting our second of three years, four persons have been placed in the corporate world; it is expected that twice that number will be placed by mid-year.

This Program encourages all those involved to link their personal and career interests, and thus be more satisfied with themselves and their career. Thus the University will have more flexibility in dealing with shifting social and academic demands. The students will have more interesting and exciting teachers; teachers will thus provide clearer models for those students who will be employed in the world beyond the academic.

Project Director:

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LULAC Inc.
Washington, D.C.

Increasing concerns for accountability and cost effectives dictate an increased sensitivity to evaluating financial aid programs and to matching students and resources; the need to secure resources is particularly acute for minority students.

LNESC, established in 1973, is an 11-city network of free educational counseling to assist high school students, particularly Hispanic students, in securing financial aid in completing college degrees. Because there is no network of historically-Hispanic colleges, community-based organizations have become increasingly important for Hispanics in gaining access to postsecondary institutions. Poverty is a major deterrent to increasing Hispanic access, and LNESC has channelled over $25 million to students in its 6-years.

LNESC is analyzing its comprehensive records of the nearly 100,000 students served since 1973 to understand how financial aid packaging has affected attendance and attrition patterns. LNESC can gather data currently unavailable even upon majority student populations, and can do so within the framework of its current counseling practices. Within its secure major amounts of individuals and family demographic and financial information without exploiting students. This is the first year of a 2-year grant.

This project will enable LNESC to communicate its findings and to establish more comprehensive counselor workshops for financial aid packaging. The study should result in improving theoretical and practical skills for others who interact with Hispanic students.

Project Director:

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Lutheran Social Mission Society
Philadelphia, Pennsylvania

Although many colleges and universities have continuing education programs for women, often their location, class style, lack of understanding of ethnic traditions, and inadequate support systems render them inaccessible to working class women. Recognizing women as resources for community leadership and the motivation of neighborhood women to obtain college degrees, the Lutheran Settlement House Women's Program, in cooperation with Community College of Philadelphia, is piloting a community-based Women's College Program (A.A. Degree) in the industrial/immigrant community of Fishtown.

The Women's College Program is entering its second year of a 3-year grant from the Fund. Project focus is on preparatory skills as well as on curriculum development to tailor college level courses to community needs and student interest. Curriculum "clusters" include students and faculty. Courses developed thus far include: Working Women in History, with an original research project on the history of women in the community entitled "The Invisible Sex" and a Women in Literature course stressing ethnic literature. Support services include educational counseling, tutoring, childcare, alternate financial aid sources for students with marginal incomes, and workshops in career opportunities. The preparatory course descriptions and methodology are being published into a manual for dissemination to other community agencies and postsecondary institutions.

During the coming year, emphasis will be on development of community-based practice as a step to placing skilled women into community employment following graduation. Addditional college level courses will be developed, and compiled into a publication for use by postsecondary institutions and free-standing community-based projects serving minority populations. Long-range goals include: increased educational status; improved self-concept; enhanced employability; and, benefits to families.

Project Director:

Ellen Tichenor
Women's College Program
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Maddux-Boldt Productions
New York, New York

During the last 10 years, studies have shown that there is a powerful combination of social and cultural role typing that diminishes women's self-esteem and limits their expectations for their education, careers, and futures in general.

Maddux/Boldt Productions, Inc., an independent film production company, is producing a 2-part 16mm documentary film package that will make effective use of the media to counter sex-role stereotyping of women. WOMEN IN PASSAGE: A Wilderness Journey (working title) will follow eight inexperienced women participants of varying ages and backgrounds and two women instructors on a 14-day trek through the rugged, dramatic terrain of Canyonlands National Park in Utah. In the process of their journey, the women will deal with the challenges of wilderness camping, rock climbing and rappeling, white-water rafting, overland travel by map and compass, a 2-day solo, and the on-going dynamics of interpersonal relationships within the group. By meeting these challenges, the women will have an opportunity to take risks, develop skills, work through fears, and build confidence -- inner experiences that will expand their beliefs of what they can achieve not only in the wilderness, but in their lives as a whole. This is a 1-year grant.

The first part of the package is a 90-minute documentary portrait produced for national public television with WGBH-TV/Boston. It will also be distributed to national educational markets.

The second part of the package consists of three, 10-minute "trigger" films to be cut from the original footage. These films will focus on three dramatic wilderness situations that provide graphic demonstrations of three specific skills that women need to develop -- problem solving, risk taking, teamwork, and leadership. Accompanied by supplementary teaching materials, the series will be an innovative resource that will improve the effectiveness of group counseling, advisement, and other support services for women returning to education and to the workplace.

Project Director:

Deborah Boldt
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University of Maine-Augusta
Augusta, Maine

Adult access to educational opportunities is particularly minimal in rural areas and small communities remote from major urban centers. Postsecondary outreach efforts are limited in variety and scope and reach only a small proportion of adults in Maine.

The University of Maine at Augusta's a 2-year public institution, which began as an extension course center in 1965 and achieved institutional autonomy in 1971. It provides courses and support services for adults in a geographic area in excess of 6,000 square miles. With the state resources available for postsecondary education limited, the University has sought, in singular instances, to develop and deliver programs to special populations or distant communities in cooperation with other agencies and organizations. Greater recognition and development of the educational roles of community-based organizations could effectively address many of the educational needs of adults.

In the first year of a 2-year grant, The University of Maine at Augusta is working with other agencies, organizations, and postsecondary institutions to develop community based educational cooperatives in two coastal communities. A Cooperative's membership includes public and private organizations such as human services agencies, special interest organizations, labor-related entities, business groups, and educational institutions which are working together to expand local formal and non-traditional educational opportunities and to improve adult access to those opportunities.

To encourage fuller use of existing programs and services, the Community Learning Cooperatives will develop public information programs on local educational opportunities for adults. To extend and expand learning opportunities the Cooperatives will assess local needs and through single agency or collaborative efforts develop programs in response. To assure access to area programs, the Cooperative will develop counseling, referral, outreach, and brokering programs for area adults.

Program Director:

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Manhattan Adult Learning and Resource Center Manhattan, Kansas

American elderly have been denied their role as tradition-bearers. In today's society they are an inconvenience rather than a resource. Culture has been described as "the best that has been thought and said"; the elderly must be helped to regain their influence in this creative process.

The Adult Leanring and Resource Center is the adult and continuing education arm of the local public school district with satellite branches in adjacent towns through a mobile classroom. Local experience and national studies have shown a lack of interest in adult and continuing education among the aged. Formal education is not a part of their collective heritage. With increased leisure time, reviewing the past assumes greater importance. The learning center staff has initiated an adult education program that seeks to turn this reminiscence among the elderly into language, spoken, and written.

This is the first year of a 2-year grant to expand and enrich the existing program. The adult population 60 years and older in this tri-county area totals nearly 10,000. Few are being reached. The learning center seeks to enroll an additional 400 elders in a program designed to teach affective communication through interpretive life review. Affective communication begins with heightened self-awareness and acceptance and ends with telling or writing. The elderly, working in small supportive groups, are taught increased self-knowledge and all aspects of communication: conversation, story-telling, and creative writing. Classes are held wherever the elderly can most easily get together.

The ultimate outcome of the program will be the re-entry of the elderly into the mainstream of contemporary life through increased communication skills and a resulting re-involvement with their communities. The staff see themselves as advocates/brokers for area elderly, re-introducing them to the community through narrative tapes and published materials, thereby fostering intergenerational familiarity and trust and eventually a stronger and more representative society.

Project Director:

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Mary Baldwin College Staunton, Virginia

Adults have long been excluded from opportunities for postsecondary education by virtue of their life styles, family and financial responsibilities and geographic limitations. The Adult Degree Program at Mary Baldwin College, a 4-year liberal arts college for women, is designed to meet the educational needs of women in Virginia.

In the third year of a 3-year grant period, the Adult Degree Program is serving 100 adult students seeking the bachelor of arts degree. The program is nonresidential and designed so a student may work independently at her own pace and at a location that best suits her study plan and life circumstances. With the guidance of an academic counselor, the student develops a degree plan which meets the College graduation requirements and her own educational and life goals. Learning experiences needed to complete the degree plan are defined by learning contracts and may include course work at Mary Baldwin or other colleges, directed or non-directed independent study with Mary Baldwin faculty or other qualified resource people, approved correspondence work and experiential learning activities.

The expected outcomes of the project are: 1) to make significant contribution to the internal vision of the College as well as its external image through the addition of mature women students, 2) to expand relationships with the many human service agencies near the College, 3) to strengthen existing programs for introducing women to the wide variety of career opportunities, 4) to encourage the re-evaluation of traditional setting, 5) to provide a successful working model for other small liberal arts colleges to review and adapt for their own institutions.

Project Director:

Dudley B. Luck
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University of Maryland-College Park
College Park, Maryland

Growth of universities over the past 2 decades has been accompanied by a diversification of students, many of whom do not find traditional educational models and large lecture classes sufficient to ensure their success. No exception, the College Park campus -- the largest of five -- of the University of Maryland is faced with a situation in which an entering student taking introductory courses with large numbers of others, often as timid and unsure as himself, could greatly benefit from academic supports while making the transition to a college curriculum.

In response to these concerns, the University is using eight retired professionals to staff two Learning Center: One in the Mechanical Engineering Department; and the other in the Division of Behavioral and Social Sciences. These advisors are tutoring and advising students on how to deal with large lecture courses which have historically given freshmen, minority and returning students the greatest academic difficulties. The Learning Center Advisors combine career and tutoring assistance to complement instruction from professors and graduate assistants. The advisors are paid an honorarium for their work.

Through the Centers we better serve students for whom individualized and small group assistance is critical for academic success. By enhancing their initial exposure to postsecondary education, the Centers: further the development of a solid academic foundation; promote retention among high-risk students; and provide insight into the relationship between education and the world of work.

This 2-year grant will enable the University to assist students in a new way -- by incorporating successful career professionals into the educational process. It will offer the opportunity to formally evaluate this concept: both in terms of grades and actual learning. If the results demonstrate the effectiveness of the model, they will be used to institutionalize it in all units of UMCP and as a basis for improving postsecondary education in other colleges and universities.

Project Director:

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Massachusetts Institute of Technology
Cambridge, Massachusetts

We need to provide increased opportunities for community information and learning services relevant to the general public. Computers have been shown to have capabilities in this area, but with the obstacle of being too esoteric.

The Cambridge Community OnLine Information and Learning (COIL) Center is a computer-based system designed especially for easy interactive use. In the first year of its 3-year grant period, the COIL Center Project team has made significant progress towards completing an agency Referral Subsystem, one of its major components. The agency subsystem allows community residents to privately retrieve detailed information about agencies which meet their specific needs. This work involves a cooperation between project staff at MIT, the City of Cambridge, the Cambridge Public Library and an Advisory Group including people involved with human services in Cambridge.

Other components being implemented or planned for the COIL Center include a Community Bulletin Board, Learning Aids to improve basic skills, Planning Aids to assist with personal decision-making, and access to other types of information. A critical analysis of the system is scheduled for the third year of the project, by the project staff, the Advisory Group and the user population.

The COIL Project will improve our knowledge of a) procedures for generating and maintaining public-oriented information data bases; b) the nature of the interaction process between the public and computers, c) the potential for user-initiated, computer assisted, individualized learning. The project will yield a system package consisting of a hardware configuration, software (including a full set of computer programs) and thorough documentation to facilitate replication in other communities across the country.

Project Director:

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Massachusetts Institute of Technology
Cambridge, Massachusetts

Many Americans fail to learn mathematics early or well, and they pay heavily at the postsecondary level. Entry and advancement in such fields as commerce, social science, architecture and librarianship are powerfully aided by fluency in statistics or computer science. Professional schools of law, medicine, and management select students, in part on the basis of mathematical aptitude tests. There are signs that women, inner-city populations and poor people may suffer more frequent damage to their intellectual and economic aspirations than others do.

From pure research pursued at MIT's Man-Vehicle Laboratory on an evolutionary theory of higher brain function, we have developed tactics for mathematics pedagogy that have proved successful with a broad range of students. The theory is crucial in evaluating and guiding the design of tactics: the division of abstract tasks into suitable subtasks, the choice of proper order of presentation, the duration and quality of rehearsals through which our students are guided.

Our goal is to acquaint the local faculties of mathematics with the potential offered by these methods and the means of realizing that potential. We offer a demonstration course to college students in the Mathematics Department of the University of Massachusetts, Harbor Campus which is now being replicated in several other settings. The course treats introductory algebra, with special sessions on arithmetic. Faculty members from the University and other colleges observe these sessions and take part in a training seminar using live students and videotape. We hope to perfect the tactics of transition from arithmetic deficiency or anxiety about mathematics to readiness for college level statistics or pre-calculus courses. And, we hope to transmit to faculty the tactics and experience that will deploy their expertise most efficiently.

Project Director:

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Memphis State University
Memphis, Tennessee

Postsecondary innovators too often must struggle in isolation. Absent are local executive support, a committed team of students and colleagues, strong links to relevant theory and practice, expert consultation, opportunities for in-depth professional growth as an educator and "change agent", and a supportive network of fellow innovators.

Memphis State University's Institute for Academic Improvement seeks to reduce that isolation through inter-institutional improvement projects, doctoral and post-doctoral study opportunities, and an information linking service, all within a network of postsecondary institutions whose leaders are committed to strengthening their place's capacity to be responsive to diverse students. Over 20 community colleges, universities, and 4-year colleges, public and private are involved.

The Institute is in the second year of Fund support for its "Higher Learning for Diverse Adults" project (HiLDA). Thirteen local teams have diagnosed local needs and are designing new curricular, teaching, and evaluation approaches. They are assisted by on-site consultation, team-building and action-planning workshops, action-research, summer institutes, a NEXUS-like information linking service, an executive's network, and a sizable handbook on the Institute's core concerns, adult learning and planned change.

Expected outcomes include: adaptation of the model by others, continuation and expansion of the Institute after Fund support ends, implementation of improvements by HiLDA institutions and creation of a network of postsecondary innovators.

Project Director:

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MALDEF
San Francisco, California

Subsequent to the Bakke decision by the United States Supreme Court in 1978, the issues of admissions criteria and who is admitted to professional schools have become particularly crucial, especially to Chicanos and other ethnic-racial groups who have been historically underrepresented in law and other professions. Therefore, the Mexican American Legal Defense and Educational Fund, a national policy organization with an established record in civil rights including equal educational opportunity, began an intensive study of the problem of admissions criteria under an 18-month grant from the Fund.

MALDEF is currently completing the first phase of the study which lasts 12 months. There are three major components to this phase of MALDEF's Law School Admission Study. The first consists of a thorough review of literature pertinent to admissions, both legal and psychometric. Second, the study includes a formal survey of admissions procedures in California law schools by means of a carefully constructed and pilot-tested questionnaire. Third, the study relies on the expertise of its advisory committee, comprised of eminent legal figures, as well as expert consultants in statistics, psychometrics, psychology, and law to provide scholarly contributions to the study.

On the basis of the literature review, questionnaire analysis, and expert recommendations from the advisory committee, and consultants, MALDEF will develop a final report containing an analysis of the admissions problem and, most importantly, suggestions for alternative admissions criteria which may be implemented by the law schools.

The final 6-month phase of the project will concentrate on dissemination and implementation in California of the final report with its suggestions and criteria. MALDEF at that time will also explore the feasibility of expanding to a national level.

Project Director:

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Miami-Dade Community College
Miami, Florida

A need exists throughout higher education in general, and at Miami-Dade Community College in particular, to expand the offerings of variable credit and variable time instruction, thus making education more flexible and accessible.

Miami-Dade Community College is a public 2-year college founded in 1960. The College presently has some 55,000 students, and offers college transfer programs, vocational and technical programs, and continuing education programs. Minority students collectively comprise a majority. Part-time students, potential users of variable time and variable credit instruction, are becoming an ever increasing portion of the student body, now nearly 60 percent. Although Miami-Dade has been very innovative in many areas, for example, Open College, the amount of variable time and variable credit instruction is usually offered only by the more innovative faculty and requires jury-rigging of administrative/record-keeping systems, which often results in some inconvenience to students. More widespread use has not been promoted because it cannot now be accommodated. Required administrative/record-keeping systems are not in place. Furthermore, economic implications must be analyzed, and a new economic model developed and implemented to assure the continued financial health of the institution.

Miami-Dade is initiating, during 1979-80, the first phase of a 3-year project with the overall objective of increasing significantly the amount of variable time and variable credit instruction. A conceptual model and implementation systems to accomodate such instruction will be developed, pilot-tested and evaluated at the four campuses of Miami-Dade. The economic portion of the solution will be applicable to other institutions of higher education. The administrative/record-keeping portion of the solution will be tailored specifically to Miami-Dade, but concepts will be applicable to many other institutions. Results of this project will be disseminated widely so that other educational institutions can make use of the Miami-Dade experience.

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University of Michigan, Ann Arbor, Michigan

The Community CTC (Classroom-Telephone-Computer) Learning Network for Fundamental Reasoning Skills addresses the problem(s) of using existing educational and communications technology to deliver cost-effective, stimulating instruction in fundamental intellectual skills -- to any interested person with access to a telephone in any community with the computer facility to mount the program. The individualized learning interaction provided by the CTC Network is potentially accessible to students at all educational levels as well as to working adults, dropouts, retirees, and persons who are temporarily or permanently homebound. Instruction is offered at the convenience and pace of the learner rather than those of the institution and delivered over the telephone in the comfort of their own homes.

The Instructional Gaming Group at the Mental Health Research Institute of the University of Michigan is in the second year of a 3-year project to adapt a computer program for generating instructional sequences in mathematics. More convenient, and cost-effective delivery systems are being explored: 1) computer terminals on the University of Michigan System; 2) mini-computers available to most secondary, community education, and college programs; 3) touch-tone telephones used as terminals. Additional instructional sequences in other subjects will be developed later.

The short-range objective of the project is to mount and assess the demonstration model of the CTC Network to those needing remedial instruction in four specific populations: women, minority college students, community college students, and homebound and institutionalized persons.

Successful operation of the Ann Arbor model will be a prelude to dissemination of the CTC Network to postsecondary, community, remedial, and outreach education programs throughout the country and to colleagues in Detroit, Los Angeles, Flint, Dearborn, and elsewhere who already use these instructional games.

Project Director:

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University of Michigan, Ann Arbor, Michigan

The University of Michigan is conducting an evaluation of faculty development programs to determine how effective the programs are and whether they are worth continuing and replicating.

This project builds upon 750 known faculty development programs, and twenty-four institutions serve as participants in the study. They were purposely selected to guarantee inclusion of the four major types of faculty development practices: 1) high faculty involvement; 2) instructional assistance; 3) traditional; and 4) assessment emphasis. The second selection criterion is institutional type: Equal numbers of 2-year, 4-year, and graduate institutions were selected--eight from each. The third and fourth criteria for selection were the distinctiveness and age of the program.

The first phase included site visits to collect existing evaluation data and to identify other possible data sources. The staff create measures for judging the effectiveness of faculty development programs. Do program participants differ from nonparticipants in their teaching effectiveness? (i.e. new syllabi, research, course conversions to self-paced instruction). Do peers note changes in their behavior? Do participants use their time differently?

This Fall the project will collect data from the participating institutions and apply the instruments in the settings. The last phase involves writing evaluation reports for the participating institutions, revising the instruments, preparing a manual of strategies for other institutions to analyze their local situation and adapt and adopt the instruments, and providing feedback to the participating institutions.

Project Director:

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Colleges and universities are increasingly concerned with providing more accurate, complete and usable information to prospective students. This concern has been prompted by the increasing diversification of both student clientele and educational opportunities, new federal and state regulations designed to protect the student consumer, and institutions' sense of professional responsibility.

Project CHOICE (Center for Helping Organizations Improve Choice in Education) works with colleges and universities across the country to help them improve the information they provide to prospective students. CHOICE provides services to all institutions in the form of audiovisual materials, newsletters, technical materials, and advice. It continues to work intensively with 19 institutions to help them revise their informational literature in ways that can serve as models for other institutions. Working with these institutions, CHOICE is studying the impact of printed information on student college choice, its role in college recruitment, and the impact of revising that information in internal institutional communications. CHOICE also sponsors a National Linking Service designed to put educators wishing to undertake a campus information improvement project in contact with people who have already done so.

During 1980 CHOICE will be conducting a series of conferences across the country to share the findings of project CHOICE and to help colleges examine and, if necessary, revise their student information. CHOICE will continue to sponsor the National Linking Service of consultants on campus information improvement and will continue to operate a national clearinghouse on student consumerism and models of improved college information. Lastly, it will work with state and federal government agencies to generate policy alternatives in the area of student consumer information.

Project Director:

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University of Michigan, Ann Arbor, Michigan

The pressures and constraints faced by early-career Chicano faculty (the overwhelming majority of Chicano academics are in the early stages of their own careers) from special student clienteles, their own departments and institutions, and the frequently inadequate technical research training they receive, threaten their career advancement.

The Network conducts training institutes and workshops on research methods, sponsors a program for Visiting Chicano Scholars, sponsors meetings of Chicano researchers and educators on the status and priorities for Chicano education and research, increases and sustains Chicano participation in scholarly associations, provides critical review and advice on scholarly publications to young Chicano social scientists, houses a research clearinghouse and publishes a newsletter and working papers series.

By encouraging and facilitating increased scholarly productivity, the Network will insure that more of the relatively small number of Chicano faculty already holding appointments will pass the increasingly more competitive review for promotion and tenure. Cooperation, collaboration, and mentorship are supported as a style of scholarly work and as an instrument of professional career advancement and social responsibility. This is the last year of a 3-year grant.

The broad range of activities and programs planned are designed to be cost-conscious and non-duplicative of other programs. Through a system of multiple-source funding, matching support guidelines, and inclusions of technical training and career development objectives and funds in Chicano research projects, the Network will be able to sustain the activities currently planned.

Project Director:

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Miles College-Eutaw Campus
Eutaw, Alabama

The Miles College-Eutaw Campus is a cooperative effort to bring a college presence to a small rural, predominantly black community in West Alabama. Its students are working adults with jobs which require split-shift schedules and overtime work requirements. The average schedule for our students only permits small blocks of time for course preparation and class attendance, and, as a consequence, attrition is a major problem for the institution.

To solve these problems, Miles-Eutaw is designing a new curriculum with two basic components: a series of curriculum development workshops for faculty and a newly instituted writing and speech laboratory. The workshops are developing a curriculum which will individualize the instruction provided for students. This will be accomplished using a modularized design which organizes course materials into units of instruction.

The writing and speech laboratory works intensively with students to provide aid for problems which they may be encountering in class. Each student has an individualized set of learning strategies which are developed to aid the student in strengthening his or her communications skills.

We are currently in the second year of a 3-year grant. The first year focused on an internal review of the goals of the college, a study of the current curriculum, and the development of new course and program objectives. Our objectives for this second year include the actual testing of the new course units and the redesigning of additional, new units.

Project Director:

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University of Minnesota
Minneapolis, Minnesota

In recent years the University of Minnesota (a public, land grant institution) has restated its concern for excellence in teaching, and an increasing number of its faculty have sought various ways to become better teachers. Student personnel workers too have become concerned about how to promote intellectual development of students in the classroom. This project is based on the assumption that teaching will be improved as faculty become more aware of the developmental needs of their students and as they learn to adapt instruction to those needs.

Four consultants are working this year (the second of a 2-year grant) with about 40 faculty at the University of Minnesota in four colleges (Agriculture, Education, Liberal Arts, and Pharmacy) and in its School of Dentistry. Faculty participants teach undergraduate and graduate level courses, ranging from large lecture classes with 100 or more students to small seminar classes with 10 to 15 students. Although the activities vary depending on the needs of the participants, the general model followed involves three parts: 1) individual consultation, in which a teacher and a consultant discuss teaching problems and make a joint effort to develop new ideas for improvement; 2) classroom observation, which provides the consultant with first hand information about what the teacher does so that feedback can be more accurate and helpful; and 3) faculty seminars, in which a small group of faculty meet regularly with their consultant to share "theories" of students, teaching approaches, and other relevant aspects of their teaching.

We expect that participants will become more aware of their personal "theories" of teaching, will better understand the developmental needs of their students, and will develop and use alternative teaching approaches better adapted to their students. We also expect that this consultation model will be established as ongoing activity at the University beyond the years of the Fund's support.

Project Director:

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Mississippi Industrial College
Holly Springs, Mississippi

The traditional liberal arts curriculum is not well designed to meet the needs of students from the rural south, who are culturally and economically disadvantaged. These students suffer from a new kind of dual educational system that prevents them from achieving competency in the basic skills that are prerequisites for postsecondary education.

Mississippi Industrial College is a private co-educational, senior college founded by members of the Christian Methodist Episcopal Church in 1905. Its historical mission has been to provide educational opportunities to black and other disadvantaged students.

Mississippi Industrial College is developing a 4-year sequence of basic skills and communications learning experiences linked to clusters of general education and major area courses within a competency-based framework. The model is expressly designed for meeting the needs of college students who are disadvantaged and from the rural south. The project also proposes to enable disadvantaged learners to pursue a postsecondary education and to graduate being able to demonstrate a mastery of communication skills and techniques of managing knowledge. And finally, to enable students upon graduation to demonstrate a concern for human relations and a readiness for life time learning. This is the first year of a 2-year grant.

With the assistance of consultants from Mars Hill College, the faculty will develop a competency-based liberal arts curriculum in three stages, which will be composed of two activities: A summer and an academic year curriculum development workshop. During the first stage a competency-based model will be developed, the competencies in communications will be specified, and appropriate learning experiences and assessment techniques will be designed. During the second stage, general education competencies will be developed, and appropriate learning strategies and evaluation measures will be created.

Project Director:

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Morgan State University
Baltimore, Maryland

Morgan State University, a 4-year, public institute, has developed a multidisciplinary set of degree programs in the Built Environment Professions. This is the second year of a 3-year grant which will continue to support the development, recruitment, and promotional elements of the program.

Activities accomplished last year include the completion of the curriculum design, structure, content and scheduling; publication and distribution of the premier copy of the program newsletter, THE BEST, and completion of the audio-visual recruitment package.

This year the grant will be employed to help sponsor visiting advisory committees to review our efforts and to make recommendations necessary for accreditation; to implement a field experience and job placement program for our students; and to initiate a guest lecture series.

The expected outcomes of these programs will inherently improve the current representation of minorities in the Built Environment Professions. Nationally, these new programs will establish Morgan State University as a major center in Built Environment Education. Of more general significance however; will be the development of a cadre of professional designers and planners with a broad knowledge of human habitats and the development of users generated research data for application in the solution of built environment problems.

Project Director:

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Museums Collaborative, Inc.
New York, New York

The recognition that learners are also consumers has brought into question the responsiveness of cultural institutions and the relevance of their services. As various kinds of institutions gain expertise and acceptance as vehicles of continuing adult education, hard questions are being addressed to them regarding the accessibility of their resources to non-traditional audiences. Museums Collaborative's Cultural Voucher Program is experimenting with a new delivery system in the area of cultural education programs sponsored by museums, zoos and botanical gardens. This is the third year of a 3-year grant.

The cultural Voucher Program's goals are twofold: 1) to bring the broadest range of people into continual contact with the educational resources of cultural institutions, and 2) to provide the institutions with incentives to develop services which respond to the stated needs of new audiences. The program provides money, in the form of vouchers, to 27 community organizations, which together reach 650,000 people. These vouchers allow them to buy services of their choice at seven cultural institutions. The institutions accept the vouchers as payment, and then redeem them for cash from Museums Collobrative. The institutions' earnings are dependent on how well they respond to public needs.

The Cultural Voucher Program has been operating in New York City for 5 years. Several goals have been set for the next year. A discounting system which requires community organizations to match funds awarded to them in vouchers is in place and will be expanded, thereby enlarging the voucher pool. A feasibility study has been completed on the expansion of a cultural voucher program into rural and suburban areas of New York. We expect to expand into the non-urban areas adjacent to New York City. To that end, Museums Collaborative will actively advocate the adoption of a voucher system by New York State as a part of the state's annual funding in the arts.

Project Director:

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National Congress of
Neighborhood Women
Brooklyn, New York

Higher education has recently focused on mature women's needs. However, many low and moderate income women, for both cultural and economic reasons, do not attend traditional colleges. The National Congress of Neighborhood Women, a non-profit organization is developing a community based postsecondary degree program designed for adult family women who are involved in community activities.

This is the second of a 3-year grant to replicate the program in Carroll Gardens, Brooklyn, New York and the South Side, Pittsburgh, Pennsylvania. Approximately 100 learners are involved in both the Brooklyn and Pittsburgh sites. In each locale, the community group enters into co-sponsorship with a college. The program is administered by the on-site community group; classes are held in the neighborhood; local issues provide an experiential base for academic courses; student work, papers, articles, surveys, panel discussions, are shared with the community. Students develop leadership skills through participation in all phases of the program, including faculty selection and curriculum development.

This program will enable students to earn their degree while helping to improve neighborhood life. Products will include description of co-sponsorship between a community group and a college, as well as curriculum materials relevant to the neighborhood studies concept. Although designed for women, the program is applicable to other groups, such as senior citizens, rural populations and American Indians interested in community development.

Project Director:

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National Manpower Institute
Washington, D.C.

Women today comprise more than 40 percent of the US labor force, yet approximately 80 percent of these women are concentrated in low-paying, low-status jobs in service, clerical, retail, factory and plant occupations. The largest single concentration of women workers is in the clerical sector, where over one-third of the total female labor force is employed. It is clear that the inadequacy of occupational information and career counseling services is one of the root causes for the disproportionate numbers of women in these jobs.

In order to deal with these problems, the second of a 2-year Career Development Project is being carried out by the National Commission on Working Women in collaboration with the National Center for Educational Brokering (separate operating units within the National Manpower Institute), and six Working Women's Organizations (WWOs): 9 to 5 of Boston, Women Office Workers of New York City, Cleveland Women Working, Dayton Women Working, Women Employed of Chicago, and Women Organized for Employment of San Francisco.

Representatives from each of these six clerical WWOs are trained as Career Consultants to work with members in the following areas: 1) information-giving in the areas of educational requirements for certain jobs and descriptions of local labor force conditions; 2) referrals to educational institutions or to community service agencies; 3) assessment of skills, aptitudes, and interests; 4) counseling in career exploration, personal decisionmaking and problem-solving; and 5) advocacy, such as obtaining credit for or recognition of job-attained competencies.

Career Development Seminar for Women Office Workers, an 18-hour course in 2-year components will also be developed. This seminar offers women office workers material in areas such as skills identification, negotiating a raise, when and how to use the memo, how to deal with a job evaluation, legal rights, assertiveness, and information on banking, insurance, and publishing industries. These seminars provide working women with the skills they need to improve their present job situations and to research and evaluate potential jobs.

Project Director:

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National Manpower Institute
(NCEB)
Washington, D.C.

During the 1970s over 40 federal programs authorized support to educational and occupational counseling services in local communities. As a result, there has been a proliferation in the number and type of counseling services for people no longer in school or college and, specifically, for educationally disadvantaged persons. Yet many of these services suffer from isolation and financial insecurity. In the late 70's states were given federal funds to coordinate and support such information and counseling services through the Educational Information Center Program, the Career Information Services Program and the State Occupational Information Coordinating Committees. There now remains a great need for better orchestrated use of federal, state, and local resources to facilitate educational and occupational choices.

The National Center for Educational Brokering, a division of the National Manpower Institute, supported in its infancy by the Fund, is devoted to the promotion of expanded and improved advisement, assessment and advocacy for adult learners. It is a non-profit, independent organization which provides publications, convenes conferences and workshops and develops recommendations for policy and practice in adult counseling. It co-sponsored and organized national conferences in 1978 in Denver with assistance from the Fund.

The Fund grant in 1979-1980 enables staff members of educational brokering-type services to attend the third national conference. Theme of the "Denver III" conference in March 1980 is "Collaboration in Career/Educational Information and Counseling Services." The principal financial support of the conference is from the National Occupational Information Coordinating Committee.

Principal aims of the conference and expected outcomes are: 1) to build bridges among key participants in the collection, maintenance, delivery, and use of career and educational information; 2) to give information system planners insights into the forms and contents desired by local users; 3) to inform local practitioners of upcoming government programs; 4) to develop a broad constituency for policy development in the area.

Project Director:

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National Student Educational Fund
Washington, D.C.

Adequate information has always been a necessity for formulating intelligent decisions. On today's college campuses the need for better information is more acute than ever: the increase in the diversity of students, in the cost of tuition, and in the dismal employment prospects of graduates has contributed to the necessity for students to make the best educational choices.

The National Student Educational Fund has been active in the better information field since 1974. In 1978 with a Fund grant, NSEF coordinated a nationwide competition, the Better Information Project: Prizes in Education, to identify, recognize, and share exemplary information materials and practices developed by students for students.

In 1979-80, NSEF is coordinating a Mini-Grant Program to solicit proposals for projects from students, and is conducting more in-depth research to determine what information students and administrators believe students need.

The 5 major goals of the BIPPIE Project are: 1) to protect students, as consumers of postsecondary education by encouraging them to recognize and accept their rights and responsibilities; 2) to bring attention to the role of information as it affects postsecondary student satisfaction and provides for personally rewarding educational experience; 3) to encourage organized students and student groups to produce their own materials; 4) to encourage administrators to seek student input for future institutional publications; and 5) to establish an information clearinghouse on student produced information and a central source of technical assistance. The final report of the competition Better Information From Students, and the supplement from the third year of the grant will provide students with a step-by-step guide to producing information materials, and with a directory of other students and student groups involved in the production of information materials.

Project Director:

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National Women's Studies Association
College Park, Maryland

Women's studies courses and programs in colleges and universities have characteristically encouraged, and often required, learning outside the classroom environment. A significant number of the more than 300 women's studies programs across the country now award credit to students for field work that offers experience appropriate to a practical exploration of "women's issues." Service learning options for women's studies students are increasing, and their importance in the postsecondary curriculum is becoming more apparent. Pedagogical approaches, procedures, and problems need to be shared among those faculty who place, teach, and supervise students; women's studies programs need institutional support, sufficient materials and and working models for optimal growth in this area.

The National Women's Studies Association, a non-profit educational organization, recognizes the need to provide such resources for women's studies faculty and students participating in service learning, and to facilitate coordination of their activities with others doing related work. In the first year of a 2-year Project to Improve Service Learning in Women's Studies, current practices and needs are being assessed. A Women's Studies Learning Handbook will be compiled to include: results of this assessment, theoretical essays by feminist practitioners of service learning, descriptive materials from existing courses or programs, a reference guide to key organizations and an annotated bibliography. Directed to the particular needs of women's studies faculty and programs, the Handbook should also be of interest to campus/community groups that sponsor service learning experiences.

The Handbook and the Institute, primary products generated from the Project, and related programming at the 1980 NWSA Convention, will stimulate further development of career-oriented field placements in women's studies. Toward that goal we will assist women's studies faculty in teaching and counseling from the dual perspective of academic and practical learning.

Project Director:

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University of Nebraska
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This Program for the Advancement of the College Teaching of Science (PACTS) provides opportunities for tenured college teachers of chemistry or physics to devote sabbatical leave semesters to studies in teaching rather than in research. Such leaves are not commonly endorsed by postsecondary institutions, nor are they often funded by agencies supporting organized faculty development programs. This is the second year of a 3-year grant, our first year was devoted to soliciting and evaluating applications from prospective PACTS fellows.

Each fellow undertakes an individualized program of study and a specific project. His or her study may include participation in teaching assistant training, faculty orientation workshops, teaching-oriented seminars, and graduate courses in development and learning. The current ongoing projects include the complete revision of a freshman science laboratory and the preparation of a self-paced sophomore level bioscience course. Drs. David W. Brooks (Chemistry and Robert G. Fuller (Physics), project codirectors, involve fellows as observers in a variety of other ongoing educational research and development projects. Fund monies provide support for the dislocation, travel, and project activity expenses of the fellows, but major funding is provided through fellows' salary from home institutions.

The outcomes will be evaluated using a pact between the program and the home institutions. The impact of each fellow's leave upon the home institution is to be compared to that of a colleague who had a traditional sabbatical leave. One outcome of our project is already apparent: our fellows have come to view instruction from a new perspective. Two hoped for outcomes are a sabbatical leave model for funding agencies to support on a regular basis, and the use of such leaves as mechanisms for the dissemination of instructional innovations. Other outcomes include benefits for the fellows, for their institutions, and for the students who will benefit directly from the materials developed.

Project Director:

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New York City Police Foundation
New York, New York

Writing is the least heralded police function. Kojak and Baretta wield every weapon but a pen. In reality, policy supervisors (sergeants and up) write many words; what keeps a large police department running is the voluminous flow of documents. Yet police education, focusing upon law enforcement, does not stress writing. No one knows how the police can best be taught the writing skills they need.

Through its Police Management Writing Project, the New York City Police Foundation, a private non-profit institution, in cooperation with John Jay College of Criminal Justice, is surveying writing and editing skills, practices, and traditions in the New York City Police Department. In the first of its 2 years, the project is analyzing bulletins, orders, reports, administrative and patrol guides, and other narrative materials, and interviewing supervisory personnel in bureaus, commands, and precincts ranging from the Civilian Complain Review Board to the Public Morals Division.

This information will be incorporated into a new curriculum in police management writing for the immediate use of the NYPD but adaptable to any large department. The curriculum, including several types of workshops for specific ranks of personnel and groupings of bureaus, will be tested in pilot form. The project will also recommend ways to improve the Department's system of written communication and its assessment of writing abilities. In this way, the project will improve police services to the public and also will illuminate for the academic profession one important environment where schooled writing skills are challenged and transformed in the crucible of experience.

Project Director:

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North Central University Center
Sioux Falls, South Dakota

Many adults in sparsely settled rural areas do not have access to continuing education. Traditional postsecondary institutions are often of limited utility to working adults; in much of the postsecondary community, educational services are still implicitly for the young. In South Dakota, over 60 percent of high school graduates never enroll in 4-year academic programs; yet there are no public community colleges. In Sioux Falls, the state's largest city, there is no public college. State resources for postsecondary expansion are severely limited; inflation and falling tax revenues dictate economy. The obligation and necessity for Sioux Falls' private institutions to help meet adult and vocational postsecondary needs is arrestingly clear.

The North Central University Center is a federation of private institutions (Augustana College, Sioux Falls College, and The North American Baptist Seminary) established to allow more effective use of resources and to launch new educational services. The Center operates a young, responsive, vocationally-oriented Community College, which serves area adults.

In the second year of a 2-year grant, The Community College is recruiting and training 20 community-based non-professionals as adjunct teachers of adults. Over 300 community leaders are participating in activities which describe The Community College as a new kind of responsive, innovative, alternative institution to meet local needs. Teams of community experts are helping design and improve curricula and internship experiences. COM/ED, the non-credit division, is training 10 subject specialists as teachers, expanding in-service health education into 21 area health facilities, and seeking means to develop a cooperative marketing system with the public school adult education agency.

The Project will establish bold, new educational delivery systems for adults without relying on tax support; create a new network of cooperation for the local postsecondary community; and provide access to education for thousands of adults. It offers a replicable tax-free model for private colleges across the nation.

Project Director:

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Northeastern Illinois University
Chicago, Illinois

There is a growing need for university-based teacher education programs to broaden career preparation for students so they can consider employment by agencies, businesses, and industries who are developing training and educational programs. Such preparation would help students develop the skills needed to conduct training activities while orienting them to the roles and functions of the social service agencies and to the "world of work" in the business/industrial setting.

Northeastern Illinois University (UNI), a public 5-year university, has developed an Educational Studies Major (ESM), which prepares students to be educators in non-school settings. The ESM provides a bridge between the student who is motivated and has the skills to teach, and client-serving organizations seeking personnel who can teach in non-school settings. An internship provides the opportunity for students to bring together their skills and interests with organizations seeking them. This is the first year of a 3-year grant. It is anticipated that six faculty members, 140 students, and 25 businesses, industries, and social service agencies will be served by the project.

Four major outcomes are expected. First, a pool of motivated, skilled persons with a background in educational technology, learning theory, social psychological skills, and a desire to work in non-school settings will be trained to work in businesses, industries, and social service agencies. Internships will be established in a number of cooperating organizations, and faculty members will learn to negotiate placement sites and to work successfully with interns and personnel in the businesses, industries, and agencies. Finally management and training materials will be developed which can be adapted by other institutions seeking to establish similar internships.

Project Director:

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Northern Rockies Consortium for Higher Education
Logan, Utah

The parallel movements of instructional development and faculty development to date have had impact upon few of the institutions of higher education in the four-state region of Utah, Idaho, Montana, and Wyoming. Institutions in this region share similar problems, ranging from the rural, isolated nature of many of the schools to the special needs of energy-impacted areas to the scant population and resource base.

The Northern Rockies Consortium for Higher Education has been built from an existing consortium arrangement and uses a small professional staff to involve a group of 22 schools in a widening scope of instructional improvement activities. Five resource schools help provide technical assistance to 17 designated pilot schools, 10 of them now in their second year with the consortium. Each institution commits the half-time services of one faculty member to instructional development activities on their own campus. Following training in a consortium workshop, this Institutional Representative works with a faculty committee to develop a local plan of activities. Consortium staff and resources can be used. Activities include the conducting of faculty workshops, exchange of consultant expertise, intensive course development, and the visits of faculty to other consortium projects. All activities are directed toward the four established consortium goals: instructional development, faculty development, institutional development and inter-institutional exchange. The consortium is in the second year of a 3-year grant.

The project should foster the improvement of the quality of instruction at participating schools, the development of a regional resources directory and an increased level of inter-institutional exchange throughout the four-state region. The Fund grant and our study of the successes and failures of other consortia is allowing us to offer a service to a region where such an operation otherwise have never begun.

Project Director:

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Northwest Community College
Nome, Alaska

The Eskimo Village Learning Center Project is designed to provide cost-effective post-secondary education to Natives in the remote villages of the Arctic. Learning Center operations accommodate the subsistence hunting and fishing patterns and offer alternatives in terms of pace and method. This delivery system addresses the educational problem of different learning styles and skills and the social problem of a rapidly changing lifestyle. The programs that are urgently needed at this time are 1) teacher education so that Native teachers teach Native children 2) business and clerical training for employment on Village Councils and Native Corporations, 3) building construction and maintenance, and 4) health programs.

Project personnel spend almost full time in the villages to establish learning centers. Their tasks are to train and supervise learning center instructors, counsel and advise students on personal growth and career education, and develop courses and materials that are appropriate to the Eskimo community. Efforts are coordinated with instructors and other agencies in the Bering Strait Region.

Specific objectives for the second year of our 3-year grant are 1) to increase educational opportunity for working adults, mothers and fathers of large families, and high-risk students, 2) improve basic skills which prepare Natives for employment, and 3) decrease attrition rate among these first-generation college people. Other anticipated outcomes are 1) attitude changes about learning, employment, and self-concept which can be translated into action as effective and productive members of their own society, 2) prevention and reduction of alcohol abuse, and 3) development of an instructional model which provides more education for less money.

Project Director:

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Northwestern University
Evanston, Illinois

The rigidity of curricular requirements and the regimentation of formally structured courses and programs contradicts the nature of teaching/learning in the performing arts. Each student proceeds through the same courses at the same rate and with a similar method of assimilating knowledge. However, in the performing arts, perhaps more than in other disciplines, talents, attitudes, and rates of development vary. Personalized instruction, independence, self-direction, and flexible time schedules should therefore be essential elements in the music teaching/learning paradigm.

The Northwestern University School of Music is the first major performing arts school in the United States to initiate a graduate curriculum based on a competency model. Of all the options available, this appears to be the most compatible with the performing arts. The first year (1978-79) of the first grant was devoted to faculty development, designing a wider range of instructional options and assessment strategies, and establishing a network of field-centered apprenticeships and clinical experiences in community centers and organizations. These centers are used for learning and for assessments. The second year (1979-80) focuses on implementation. Nineteen faculties are developing new teaching materials.

Each module contains instructional material and evaluation tools and can be used independently or in a course. Students not enrolled in related courses or programs may review modules in resource center for information in these areas.

By fulfilling these objectives, we hope to broaden and enrich our teaching/learning environment and assist other performing arts institutions interested in adopting new teaching strategies and curriculum designs.

Project Director:

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University of Oregon
Eugene, Oregon

The career information system that provides high-quality, localized information to people is no longer a dream. Oregon has developed a successful, cooperative approach that delivers information directly to students and agency clients throughout the state by means of computers and printed materials. This inter-agency approach is now being adopted by other states, and the people involved need training.

The first year of the 2-year project involved financial support from the Fund and the National Occupational Information Coordinating Committee for three important CIS implementation steps: 1) identifying local resources and support for a system; 2) setting up a state organization; and 3) developing staff to implement a system.

To accomplish these objectives the project activities include developing support materials for the state consortia that are implementing systems of career information and writing training materials that will improve and extend staff training.

In the second year of the grant, the major project activity will be developing technical and training materials, such as: 1) organizational materials for system director and Boards; 2) a technical paper explaining the operation of the Review Panel process used by several states in their information development programs; 3) conference presentations and proceedings on integrating systems of career information into major institutions, community colleges; and 4) a review of successful techniques developed by state-based systems for managing a complex information program with limited staff resources.

Project Director:

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Oregon State University
Corvallis, Oregon

The College of Liberal Arts within Oregon State University is facing a sharp decline in both undergraduate and graduate enrollments. With a high number of tenured faculty members and increased concern over student evaluation of instruction, the college decided to develop a vigorous professional development program.

The basic hypothesis underlying our proposal is that faculty members from within a complex institution with no special administrative title or responsibilities can be effective in facilitating the improved performance of their colleagues. Last year we trained five faculty members to serve in a developmental capacity. Team members were selected in the Fall from faculty applicants by the three training deans (see below), based on the recommendations of a faculty screening committee, and will receive a one-course-per-term reduction in teaching load for a period of 3 years. Their training occupied two terms (quarters) during which they served one term on a rotating internship with three Deans (Deans of Research, Undergraduate Studies, and College of Liberal Arts) and one term focusing on such topics as: additional instructional alternatives, cognitive styles and learning; psychology of adult development; and the relationship between governance, reward systems, and instruction. Following this training period, the team went to "the field" to make their skills available to their colleagues. Confidentiality and evaluation will be made compatible by the use of anonymous but documented case histories. A second team will begin training in the third year of the program. The project is currently in the second year of a 3-year grant.

The long-range goal of the program described here is to increase the effectiveness with which the faculty perform their obligations of instruction and scholarship. We will demonstrate an increase in scholarly activity by the usual indicators of scholarship. Improvement in instruction will be demonstrated by an assessment of teaching effectiveness. A special evaluation model (CIPP--Context, Input, Process, and Product) will guide the overall assessment efforts.

Project Director:

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Organization of American Historians
Bloomington, Indiana

In recent years, the history of women has won a recognized place in Women's studies programs and in discrete courses within history departments but has not been integrated into the mainstream history curriculum. The challenge lies in introducing material on women in such a way as to preserve a structured political narrative yet to establish female experience as central to historical process. The Organization of American Historians--the second largest historical association in the country--is a private, nonprofit institution devoted to promoting interchange between historians and American society as a whole. The OAH is sponsoring a comprehensive project to integrate the history of women into the basic European and American survey courses. Four teams of three members are designing curriculum packets for each semester of the surveys at all types of postsecondary institutions. The packets include possible syllabi, suggested readings for instructors and for students, sample examination questions, proposed lecture topics and outlines, and essays which explain the process of selection and the changes. The packets are then circulated among commentators and conference participants in preparation for a conference at Indiana University in Bloomington in March 1980.

In the first year of a 2-year grant, the project is emphasizing the participation and the broad dissemination of materials among history instructors at public and private, 2-year and 4-year institutions. Twenty target institutions have agreed in advance to use the materials and to send at least two delegates to the March conference. These participants are evaluating the project at all stages.

In a second year, there will be a follow-up conference for all those who have tried the materials. The curriculum packets will then be printed and distributed as broadly as possible. The project is expected to respond to the widespread demand among postsecondary history instructors for assistance in incorporating women's history into the basic history teaching, thereby reinvigorating the surveys nationally.

Project Director:

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PACE Institute, Inc.
Chicago, Illinois

A primary cause of recidivism is the lack of significant job or career options for ex-offenders. There are three major, interrelated reasons why ex-offenders have problems finding and retaining jobs: 1) inmates lack the skills necessary to "sell" themselves in the job market; 2) personnel directors who evaluate ex-offenders for jobs lack the necessary knowledge to make accurate assessments of inmates' competencies; and 3) top managers of business and industry are not amenable to hiring ex-offenders.

PACE Institute, Inc., a private, not-for-profit educational institution housed inside the Cook County Jail in Chicago, Illinois, felt the need for a more sophisticated approach to educating and placing offenders in the urban business community. With a grant from the Fund, PACE has developed PEP (PACE Employment Program) to train inmates in how to obtain and retain employment. PEP seeks the participation of members of the Chicago business community in training sessions at the jail. The sessions are geared to assist inmates to improve skills, communication, cooperation on-the-job, resolving conflicts at work, planning for a career, and making positive and productive decisions. In turn, business representatives learn how to better judge the skills of inmates and comt to know the offender as a person who, given the chance, could make a productive contribution through work.

Business representatives meet with inmates on alternate Friday mornings to participate as group facilitators in training sessions. Support sessions are held for inmates only on Tuesdays and Fridays. All sessions deal with attitudes, self-motivation, interview skills, and resume' writing.

Our future goals are to reduce recidivism through: 1) Expanded program of job readiness and job placement among the jail population; 2) Expanded funding possibilities for job placement program; 3) A model program for other correctional institutions; 4) Expanding opportunities for ex-offender employment in Chicago.

Project Director:

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Pacific Basin School of
Textile Arts
Berkeley, California

Employment in the arts has always been limited. There are few professional opportunities, and success at self-support is rare. Yet, in textiles there is a potential for self-employment through production that does not exist in painting and other fine arts media. Until now, artisan programs which place an appropriate emphasis on technical and business skills, along with aesthetics, have not been available.

Pacific Basin School of Textile Arts, an independent school founded in 1972, has designed a professional Certificate Program in loom weaving and fabric printing. It is an important alternative to collegiate programs and independent classes for beginning and experienced students. Low tuition and flexible scheduling make the program accessible to a varied population. Two or more years of study are required, with full- and part-time options. It accomodates a maximum of 30 students.

The curriculum includes beginning and advanced classes in textile processes, design and history, production and marketing. Well equipped facilities are available to students at all times for independent studio work. Production classes introduce advanced equipment, efficient methods, and recordkeeping. An innovative marketing curriculum begins with an examination of goals, explores resources available to the textile artist, and culminates in an action plan appropriate to the individual student's career plans. Bookkeeping, pricing, cost control, contracts, and taxes are presented in practical formats. The faculty are all artists and professionals in their fields. This is the first year of a 3-year grant.

Participants will be textile artists, well-trained in their medium, who have defined professional goals, and tested these within the context of different career routes available. The fully documented program, along with a resource handbook on the marketing curriculum, will be an adaptable model for all artisan education.

Project Director:

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Pacific Regional Postsecondary Education Council
Washington, D.C.

The U.S. territorial islands of the Western Pacific (more than 2,000 islands spread over an area larger than the continental United States) have a combined population of fewer than 300,000 people, although half are under 19-years old. None of the area's institutions and political jurisdictions has resources enough alone to overcome the huge geographic and economic barriers to fulfilling the postsecondary education needs of its people. Many study abroad and either do not come back or return to find no jobs suited to their education.

The Pacific Region Postsecondary Education Council is being formed to seek solutions on a cooperative basis to critical problems shared by the region's separate institutions and territories. Its members are the presidents and board chairmen of the University of Guam and Guam Community College (territory of Guam); College of Micronesia, Community College of Micronesia, and Micronesian Occupational Center (Trust Territory of the Pacific Islands); Community College of the Northern Marianas (Commonwealth of the Northern Marianas Islands); and Community College of American Samoa (Territory of American Samoa).

A 1-year grant from the Fund launches the operation of the Council and its first action program -- to work together in establishing Educational Information Centers throughout the region. The Council, with the technical assistance of the Academy for Educational Development, is consolidating the region's educational and occupational information for reproduction together with procedural information, as a resource guide for counselors and information brokers in all areas of the region. It is also providing technical assistance and staff training to the region's agencies and institutions as the new information services are put into operation.

Cooperative planning and development and sharing of resources will lead to increased access and expansion of services and programs.

Project Director:

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Paideia
Berkeley, California

Faculty hold the key to student learning insofar as they decide what, why, when, and how to teach students. But faculty tend to be weak in a) articulating the epistemological and the pedagogical bases for their teaching, b) awareness of the important research findings of the past 25 years pertaining to student development and individual differences among students, and c) sophistication in developing and using different teaching methods. The project is a cooperative effort of 10 colleges and universities, some public and some private, located in different parts of the country and serving very divergent student clienteles.

The project is now in the second year of a 3-year design. During the first year, selected faculty members worked intensively with small groups of students in their own classes enabling them to become better acquainted with their learning modes and styles. Faculty members were trained to enhance their interviewing and observational skills as well as make heuristic use of such instruments as the Omnibus Personality Inventory (the OPI) and Perry scales measuring stages of cognitive development. One distinctive aspect of the project is that the faculty person is a co-inquirer into the phenomenon of student learning and makes use of his/her findings as a basis for redesigning and restructuring the classroom setting.

The project will bring about a clearer articulation of cognitive and affective patterns of student learning that are still only dimly perceived and it will provide faculty with needed instrumentalities for supporting and guiding student learning. The project directors are already in the process of developing materials that can help faculty in any institution who might wish to undertake a similar effort.

Project Directors:

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Pennsylvania State College
Harrisburg, Pennsylvania

The Pennsylvania State Colleges and University faculties face a troubled and uncertain future, creating career transition and renewal needs which neither they nor their campuses are currently adequately prepared to meet. Retrenchment and other economy measures in our system demand an appropriate response.

The Educational Services Trust Fund, organized and governed by the Commonwealth and APSCUF (the union representing 4,500 faculty on 14 campuses), supports a variety of faculty development programs for the colleges.

The Career Renewal Project, in the second year of a 3-year grant, confronts retrenchment and career stagnation by offering a series, designed in co-operation with Janet Hagberg of the Human Renewal Center in Minneapolis, contains two 1½-day sessions on life and career planning and an optional 1½-day session on non-academic career change. At the conclusion each person submits a renewal contract. We also provide referral and counseling services, and printed materials.

This year are are concentrating on integrating career renewal activities into the Colleges themselves. Faculty from the pilot series are being trained to conduct workshops for their colleagues on a regular basis and to act as resources for career renewal on their campuses. We are also encouraging the establishment of small resource centers on each campus.

We hope to provide the following: a widely replicable model for the transition of faculty into non-academic employment, acceptance by campuses of the need for career renewal activities as professional development and as a key to institutional vitality, self-supporting career development clearinghouses on campuses, some successful career transition, and an evaluation of the impact our activities had on the career transition process as well as on those who remained on campus.

Project Director:

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University of Pennsylvania
Philadelphia, Pennsylvania

Even though women's educational opportunities are expanding, and women's absolute numbers are increasing in university professional and graduate schools, women's participation in leadership activity is not increasing at a proportionate rate. The University of Pennsylvania has seen a steady and rapid increase of women enrolling in graduate and professional programs, and has seen a steady movement away from traditional "feminine" areas of study among women undergraduates. Women's academic performance in all of these areas has been fine, but according to our studies, their status--even their presence--in undergraduate student activities and student government has not increased. In fact, it even appears to be declining.

The Penn Women's Center, Women's Studies Program, and Higher Education Resource Services, Mid-Atlantic, has designed a leadership training program for graduate and undergraduate students at Penn. The essential components of the proposal are: two academic courses (fall and spring), two behavioral skills laboratories (fall and spring) and a practicum in leadership. The two courses will be offered through the School of Social Work: The Sources and Uses of Power Within the Organization, and the Sources and Uses of Communication within the Organization.

Experimental labs will be included in the program. The first semester laboratory will concentrate on the application of values clarification and decision making processes to career goals. The second semester lab will deal with communication skills, assertive behavior, public speaking skills and leadership styles. Videotaping will be used in both labs. And students will also participate in a leadership activity, either in student government or in a community organization. There will be 2-day institutes at the end of each semester to integrate the experiences. This is the first year of a 2-year grant.

The program will enable women participants to increase their aspirations, skills, and opportunities and will allow male participants to develop sensitivity to new styles of leadership and skill in more democratic modes of leadership.

Project Director:

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Pikeville College
Pikeville, Kentucky

The Pikeville College Center for Continuing Education proposes to establish Satellite Centers in Pike County in rural eastern Kentucky as an outreach of its present program. In this second year of a 3-year grant, the Center seeks to serve people not presently served by the College, in locations isolated by steep mountains and poor roads.

Established in 1889 by the Presbyterian Church, Pikeville College has served the community by training teachers, accountants, secretarial aides, and mining technicians, and preparing students in the liberal arts area.

With funds from the Edna McConnell Clark Foundation of New York the Center was established in July , 1976, to carry out the community service function of the College. In its 3-year history the Center has served over 3,000 persons with non-credit programs and seminars from puppetry to GED (General Education Development) preparation classes.

The specific object of the Satellite Centers project is to provide an educational experience to those persons not presently served by local secondary institutions. Since the people of eastern Kentucky have a fear of education and are more concerned with daily survival, they will be offered non-credit courses of interest with emphasis on recreation and self-improvement. If education is to touch these people's lives, it must be immediately accessible and non-threatening, have direct applicability to their basic needs for living, and above all, be a personally satisfying and self-enhancing experience.

Local advisory councils maintain control of the programs and assess community needs. The Center will offer special topic seminars for specific groups in addition to the course offerings as indicated by the assessment.

We hope the Satellite Center concept will break down the barriers to education that currently exist here and that eventually the Center and faculty of Pikeville College will work together to establish credit classes in these communities.

Project Director:

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Polytechnic Institute of New York
Brooklyn, New York

A large percentage of minority women students in postsecondary education attend 2-year colleges, and enroll in business-oriented vocational programs at these colleges. Few of these minority students obtain professional degrees that would enable them to compete for top management jobs, yet many of these women express aspirations that include becoming a C.P.A., lawyer, or manager. For these minority women the choice of a 2-year college and a vocational program is inappropriate in terms of their aspirations.

The effects of sex role stereotyping and of a possible tracking system in higher education are apparent. In 1974, 10 percent of all Master's degrees in Management were awarded to women, and only 18 percent of all management jobs were held by women. Of this 18 percent only 6 percent were held by black women.

The Minority Women in Management Program is designed to enhance the participation of minority women in management careers by establishing a cooperative program involving two very different institutions of higher learning. In the first year, faculty and counseling staff identified a group of 30 qualified minority women, enrolled in business and commerce programs, whose aspirations seemed unlikely to be meet by an A.A.S. degree. These women received psychological and educational supports, and a remedial math course. The women have now transferred into a combined Social Sciences and Management degree program at Polytechnic. In this program they can get a M.S. in Management in 3 years. This year (the second in a 2-year grant) we will recruit a second group of incoming students as well as continue academic and counseling supports for our first group.

Expected long range outcomes of this program are to increase the participation of minority women in management.

Project Director:

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University of Portland, Portland, Oregon

Nursing in Oregon, following a national trend, is presently developing a plan to prepare nurses at only two levels. . . the Associate degree for practical nurses and the Baccalaureate degree for registered nurses. To meet this need for the B.A. degree, A.A. degree and diploma prepared nurses are eager to obtain a Bachelor of Science in Nursing (B.S.N.). However, in states such as Oregon, where most of the population lives in rural and small town areas, Registered Nurses (R.N.s) are geographically isolated from universities offering B.S.N. degrees.

Nurses, hospitals, and community colleges are working with the University of Portland School of Nursing to have nursing courses necessary for the baccalaureate nursing degree offered in the southwest Oregon town of Roseburg; in a flexible, part-time manner, using independent study modules.

The School of Nursing at the University of Portland, an independent 4-year liberal arts university, with four professional schools, is attempting to satisfy this educational need of nurses through a three-phase program for 3 years.

The project is in Phase II of a 3-year grant. During the second and third years of this project, the University nursing faculty will use independent study modules to teach nursing courses in southwest Oregon. Groups of 12 nurses will complete necessary nursing studies to earn the B.S.N.

Through the sharing of resources between health service agencies and community colleges in southwestern Oregon and the University of Portland School of Nursing, R.N.s will have access to professional as well as liberal arts courses in their home area. Thus, completion of this project will result in: 1) an increase in the number of B.S.N. prepared nurses in an educationally geographically isolated area of Oregon; 2) use and evaluation of an innovative model for education of the R.N. learner at the baccalaureate level; 3) testing of methods and materials which will assist nursing faculty to increase their effectiveness in implementing educational programs for adults.

Project Director:

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Projects for Educational Development Cleveland, Ohio

Whether collegiate institutions can meet educational goals, particularly in teaching, depends largely on the skills of academic chairpersons. These people must be able to translate goals into objectives, get faculty to work toward them, and allocate resources appropriately. The chairperson is so important because power in postsecondary institutions is shared rather than centralized. Departments are the basic units of academic activity. They need chairpersons who are effective managers. But the fact is that chairpersons are seldom trained as managers, nor are they provided with systematic in-service training.

This 2-year Fellowship program, supported by the Fund, the Cleveland Foundation, and the Ohio Board of Regents is a pilot project to demonstrate that department chairpersons can and ought to be offered practical administrative training on a continuing inservice basis. Thirty-five chairpersons from 16 collegiate units in 11 northern Ohio institutions are Fellows. Each, as a condition of appointment, has defined a department development project which was approved by the Fellow's nominating dean and which is the Fellow's continuing point of reference for applying new learning. First year activities include nine training sessions, on-campus consultations, and extensive evaluations of Fellows' learning and Program quality. Activities for the second year include a statewide conference on administrative development (October 15-16), on-campus dissemination activities sponsored by Fellows for their colleagues, continued training, consultative services, and writing and publication of a sourcebook for chairpersons.

The program's long-run aim is that most colleges and universities in Ohio will establish permanent professional development programs for academic administrators. Specifically, we hope that at least 8 northern Ohio institutions will set up programs. The short-run goal is to provide an excellent professional development experience to Fellows so that each will become a more efficient and effective academic manager.

Project Co-Director:

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Puerto Rico Junior College
Rio Piedras, Puerto Rico

Private higher education institutions in Puerto Rico have been challenged to expand college opportunities available to high school graduates and to non-traditional students seeking postsecondary education. The challenge has been accepted, but due to budgetary and space restrictions it is very difficult to serve all those seeking postsecondary education.

Puerto Rico Junior College (PRJC), a 2-year nonprofit private coeducational institution, aware of its role for providing more opportunities for those students, is making higher education more accessible to other members of the community through its Center for Educational Television (CET). Though a new door has been opened, it is necessary to provide additional tools and aids in order to help these students finish their college education successfully.

PRJC is establishing several study centers throughout the Island which are an integral unit to the students' learning experience and allow them to meet with their tutors as well as classmates to exchange and clarify ideas and course content. Exams are also administered at the centers. In addition these centers also work with adult high school dropouts in order to prepare them to take the High School Equivalency Test (HSET). These adults are oriented on how they can apply for the HSET and are given tutoring classes in order to prepare them for taking the test. This is the first year of a 3-year grant.

This project will aid CET students in clarifying ideas and concepts as well as performing better in the courses taken. The adult population not having a high school diploma will have more opportunities for obtaining it, thus providing them more opportunities to compete in the postsecondary education system of Puerto Rico.

Project Director:

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Queens College-CUNY
Flushing, New York

Queens College, one of the 4-year liberal arts institutions in the City University system, has for 7 years been working with high schools to improve the teaching of reading and writing in secondary schools and the college. Recognizing the students' underdeveloped writing and reading skills not only determine their success in college but also limit their willingness to explore liberal arts courses, we planned a bridge curriculum for high school juniors and seniors and college freshmen.

In the first year of this 2-year grant, we spent the first semester planning the project and meeting for weekly reading/writing seminars with the chairpeople, English teachers, and college-grant staff, following a curriculum used successfully as a basic reading/writing course at the college. The course completed, we worked together to adapt that curriculum to fit the needs of high-school seniors (250 in the first semester). We simultaneously trained 32 undergraduate tutors and five graduate lab co-ordinators to establish reading-writing laboratories to work with the teachers in the schools during the next semester.

Now in the third semester, we have completed one semester with seniors, 40 of whom now attend Queens College; we are working with teachers of both seniors and juniors in high school (a total of 950 students) using our curriculum to refine and improve the curriculum that has been developed. We are continuing the laboratories, and in one school we are testing the use of seniors, trained by us, as tutors.

In addition to curriculum work, we conduct an on-going evaluation of the program, giving pre- and post-tests in reading and writing, and requiring written reports from the lab coordinators, tutors, teachers and students. We expect to see significant improvement in both reading and writing.

Project Directors:

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Red Cloud Productions, Inc.
Cambridge, Massachusetts

Many Americans-- especially women -- are in need of upgrading their "life management" skills. It is the problem we are addressing with a television series called HOW TO BE EFFECTIVE.

HOW TO BE EFFECTIVE is designed to bring tested educational tools and skills together with the live experience of real women to create for a national adult viewing audience an opportunity to learn how to bring about change and improvement in their own lives.

RED CLOUD PRODUCTIONS, Inc. is a nonprofit independent production company located in Boston, MA. Red Cloud is developing a number of innovative television series, among them The Stanton Project which is a series of dramas on women in American history and JOAN ROBINSON: One Woman's Story, a documentary series chronicling the last years of a dying woman's life. HOW TO BE EFFECTIVE is Red Cloud's third major production.

The project is currently in the second year of a 2-year grant. In the first phase a skilled moderator met with a diversified core group of six to eight women over a ten-week period who concentrated together on learning the five basic steps of one life management skill: planning. Each woman then went out and applied what she had learned. Both the group sessions and the documentary "life stories" were taped.

This year, the programs will be edited and a workbook component will be designed. The package will then be evaluated and distributed.

At the end of this year, a 5-part series of half-hour programs will be completed. The programs will be offered to the Public Broadcasting Service for broadcast, to regional cable systems and to educational film distributors. It is expected that through this network of broadcasters and distributors, the first five programs of HOW TO BE EFFECTIVE will reach a broad national audience and will provide a pilot on which a viable 13-week series can be based.

Project Directors:

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Rhode Island College
Providence, Rhode Island

Educational innovations of the last decade have not addressed the low-income and minority populations, particularly the so-called "working poor," of Providence, R.I. The inner-city lacks not only A.A. degree programs designed for this clientele, but also a counseling model and a remedial skills center to see them through this kind of program.

Rhode Island College's Urban Educational Center, founded in 1968 as a tribute to the late Dr. Martin Luther King, Jr., was chartered to serve as a "port-of-entry for the disadvantaged into the mainstream of higher education." Located in the blighted inner-city, accepted and respected by Providence's low-income and minority populations, UEC is ideally situated to serve as a vehicle for Rhode Island Junior College degree programs for this special clientele.

Rhode Island College through its Urban Educational Center is joining with Rhode Island Junior College in a dual-enrollment A.A. degree program to serve the needs of UEC's clientele. This is the first year of a 3-year project. There are four major components: 1) The A.A. degree programs themselves 2) The assessment of experiential learning, both individual learning and sponsored learning. 3) The remedial skills center. 4) The holistic counseling model.

Project Director:

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University of Rhode Island, Kingston, Rhode Island

Nationwide concern about general education in undergraduate curricula has been growing. At the University of Rhode Island, a state university of approximately 14,000 students, a Committee on General Education in the College of Arts and Sciences has been working on a new plan since 1974. The Committee assumed that a sound general education program should provide those skills needed to function well in society and to continue learning throughout life and identified the following broadly defined generic skills as essential: 1) the ability to communicate effectively, orally and in writing; 2) the ability to understand and deal with quantitative data beyond elementary computational competence; 3) the ability to think critically and analytically; 4) the ability to learn through aesthetic and expressive modes. New courses drawing on a variety of disciplines were designed. The Committee also proposed that the current general education program in the College be restructured and renamed the Basic Liberal Studies Program. This program sets forth a divisional distribution system to expose students to major forms of intellectual inquiry and to content-oriented general education courses intended to give a sense of the organization of knowledge.

The project aims at implementing these proposals. In this way it seeks a transformation of a general education program based on rather narrow content-oriented courses to one which balances integrative content courses with transdisciplinary courses focusing on skill development. The project allows the College to offer, evaluate, and refine four transdisciplinary skills courses--Analytical Thinking Skills, College Communication Skills, Experiencing the Arts, and Quantitative Thinking Skills--and to design or modify content-oriented courses to conform to the new program. This is the second year of a 2-year grant.

The expected outcomes will be: 1) the incorporation of new courses into the College curriculum; 2) the establishment of a system for continuing review of the Basic Liberal Studies Program; 3) the dissemination of information on the products and processes of these efforts.

Project Director:

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Roxbury Community College Boston, Massachusetts

Roxbury Community College a 2-year public institution has an institutional commitment to serving its community residents. Outlined in its mission and goals RCC is attempting to... "ultimately and adequately meet the special educational needs, interests, and capabilities of the adult community-at-large, particularly our senior citizens, by supplementing the regular needs, interests, and potentials with programs more "keyed" to them."

In an assessment of the available services for older adults in our city, it was determined that no agency presently servicing the core population of aged adults in the Boston area was reaching or addressing the specific skills needed by the Black aged population to shift from the common American pastime of articulation to action. This institution with the aid of other committed agencies can accomplish this goal.

This project is unique because no one in the Greater Boston area is presently addressing this population. Their concerns are real and reflect a high percentage of those problems that affect the entire Roxbury community.

It requires extreme tact in blending various agencies and facilities with vested interest toward a common goal. However, the coming together of these agencies that have committed themselves to this venture, required sensitive listening ears for the input of the grassroot consumer.

This program is a 1-year grant. It specifically seeks to address the problem of the Black aged in the Roxbury community as it is affected by alienation and the inability of older citizens to locally impact on the decision making process, as it relates to their community. It is the contention of the project that the participants as a result of the project, will show a lesser sense of alienation and a greater degree of real participation in the decision making processes.

Project Director:

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Saint Edward's University
Austin, Texas

Since the advent of open admissions, colleges and universities have increasingly shown interest in teaching basic skills instruction to underprepared freshmen. However, few colleges or universities have included the teaching and development of listening skills as part of their basic skills instruction in reading and writing.

Saint Edward's University provides a supportive, individualized atmosphere for its students and has the flexibility to attempt innovative programs with a relatively short time span to meet changing student needs. This flexible approach has allowed us to develop new programs that will better allow our learners to integrate their knowledge into those classroom activities that will enhance not only their academic skills, but also their civic and social skills. Saint Edward's 1965 student population of 739 has grown to its Spring 1979 population of 2,081. Almost 31 percent of this population is over the age of 30, and 41 percent are members of various ethnic minorities.

A listening instructional lab has been established in conjunction with the existing reading, writing and math labs. Diagnosis of individual listening problems and prescriptive teaching, combined with group discussions and practical exercises, will constitute the basic format of the course. In-service workshops will be used to train faculty and tutors. This is the first year of a 2-year project.

We expect effective listening instruction to enable our students to develop significantly improved listening skills in immediate recall, understanding directions, vocabulary skills, organizing by main points and supporting reasons, summarizing and paraphrasing effectively, and the ability to overcome distractions such as background noise, speaker disorganization, or emotionalism. Finally, the effect of improved listening on other language skills will be tested.

Project Director:

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Saint Mary College
Leavenworth, Kansas

Educational opportunity beyond the associate level for part-time, working adult students in Kansas City, Kansas has been virtually nonexistent. In 1974, Donnelly College, a private 2-year college, and Saint Mary College inaugurated a cooperative junior-senior college program on the Donnelly campus to make a baccalaureate degree program available in Kansas City, Kansas. The Saint Mary at Donnelly 2+2 Program now serves over 120 students and has produced 80 graduates.

This is the second year of a 2-year project designed to meet the following objectives: a) strengthening administrative services for planning, curriculum development, student recruitment, budget management and interinstitutional coordination; b) strengthening academic services by broadening and enriching course offerings, in-service development of faculty, and expansion of library and learning resources; c) strengthening student services for admission, counseling and financial aid, academic advising, and career counseling and placement; d) and strengthening the enrollment base through increased program visibility and outreach to potential students.

During the first year of the project, the 2+2 Program added a full-time director and staff assistance in admissions, financial aid, career education and counseling, and established career counseling and learning centers. The second year emphasis is focused on program evaluation, conducting faculty and staff workshops to acquire techniques in teaching and advising urban adult students, and maintaining a small core 2+2 staff on the Donnelly campus to provide access and visibility to the program.

The project will firmly establish a baccalaureate program that meets the needs of working adults in Kansas City, Kansas. The 2+2 Program will be a model of cooperative junior-senior college articulation and planning that serves nontraditional transfer students in an urban setting.

Project Director:

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Saint Peter's College
Jersey City, New Jersey

Urban colleges face a changing (and often declining) student base. To remain effective and relevant, these colleges must reshape curriculum and develop programs which recruit and serve a new population of older, lower-income, increasingly black, and Hispanic students. These students are often heads of families, concentrated in entry-level employment, inadequately schooled in traditional academic skills. They are also highly motivated students who value the opportunity for postsecondary education and who need both further training and credentials for job advancement. To meet this need, Saint Peter's college, a 4-year, urban Jesuit liberal arts institution, developed an associate degree program in Public Policy for low-income community activists and service workers. However, our students need and deserve more than can be delivered in a 2-year program.

Therefore, Saint Peter's College is developing a 4-year Public Policy curriculum leading to a B.S. degree, using modular scheduling, integrated course work, intensive financial aid, and student support service to enable thirty public sector workers and community activists to matriculate as full time students. The B.S. program provides advanced skills training in writing and math and pre-professional training in three career areas: psychology and social work, public administration, and planning and policy development. The program also offers life experience counselling which enables students to present for college credit portfolios of their non-college learning. This is the first year of a 2-year grant.

The B.S. in Public Policy will provide students with education, training, and credentials to advance to administrative and professional levels in agencies, as well as to develop and run effective organizations. This program can serve as a model for reshaping traditional curricula, developing new course scheduling, and providing effective student support services to recruit and maintain low income, minority adult learners.

Project Director:

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San Diego Community College
San Diego, California

San Diego Community College administers the adult education programs for San Diego. This area receives many immigrants and refugees who enroll in English as a Second Language (ESL) classes--over 4,000 from 61 countries, speaking 28 languages. The dominant audio-lingual method for beginning ESL concentrates on hearing and speaking English. Reading is usually put off until some verbal fluency is achieved. However, many ESL teachers feel that a phonically-based literacy program might speed up adult beginners' progress.

This program teaches beginning ESL students the phonic structure of English and how to pronounce words from phonetic transcription: school /skool/; eight /at/. A basic vocabulary of 2,000 words is taught in contexts related to home life, food, health, shopping, transportation, the community, and employment. The project is experimenting with methods to teach adults who are illiterate in both their own language and in English. Teaching/learning materials are designed for mutual instruction--students helping each other. Students can proceed at their own pace through the program, rather than in lockstep with a class.

This program will teach beginning ESL students to hear, speak, read, and write sentences using 2,000 functional words. Dictionary skills will enable them to use English-only as well as bilingual dictionaries to develop their vocabulary further. This program will prepare them to progress steadily in ESL classes in which only English is spoken and read. The program will also be effective with English-speaking illiterates. This is a 1-year grant.

The project's developmental program will have: 1) bilingual dictionaries of 2,000 words in Cambodian, Chinese, Filipino, Hmong, Japanese, Laotian, Persian, Spanish, and Vietnamese; 2) worksheets with instructions and new vocabulary translated into these languages; 3) a handbook of directions for mutual instruction; 4) comprehensive teacher's manual; and 5) supplementary audio materials--taped instructions for learning exercises, and practice materials on Language Master cards. Project personnel will give in-service training.

Project Director:

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ESL Literacy Project
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San Diego State University
Calexico, California

We are a 2-year, upper-division branch campus of SDSU with 425 students and 40 faculty, and we are the only baccalaureate degree-granting university within a 100-mile radius. One of the needs of our area is for people who have the necessary skills and education to participate in the developing business and economic growth of the border region. Since the area was settled 80 years ago, its only sizeable industry has been agriculture, but that is changing and new skills must be learned. Our campus is developing traditional credit-bearing programs in the business area with the hope of eventually offering a bachelors degree program designed for Imperial Valley people and thus quite different in scope and focus from the highly specialized programs offered on the San Diego Campus. We are also bringing continuing education to the already existing border-area small business community, to help combat the high incidence of business failure.

The Institute for Small Business Management in the Border Area was founded in September, 1978. The community service program of the Institute presents free workshops covering basic topics in small business for owners and managers of small business firms in the border area as well as for people thinking about going into business. More detailed short courses providing more intensive study of business functions and operational problems are offered and may be taught in either English or Spanish. The Institute maintains a business reference library and information center open for use by the public. The College Education Program of the Institute offers a Certificate in Business Administration equivalent to a minor in business.

Future plans are to extend the community service programs of the Institute to the Yuma area, and to get SDSU approval to implement a full degree program in business at this campus.

Project Director:

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San Diego State University
Foundation
San Diego, California

Higher education faces unique difficulties in serving senior adults. These adults want and need the stimulation of education but their condition is unique; they have extensive life experience; they do not need the usual career courses; and they frequently lack the mobility and money necessary to attend postsecondary education institutions. Without the opportunity for advanced education, the lives of many seniors become intellectually stagnant. Without the utilization of television, many seniors do not have access to systematic instruction. Without telephone interaction, students at home remain passive and isolated.

The Cable Education for Seniors (CES) project counters these difficulties by making interactive education for senior adults available over cable television. KPBS-TV, public television in San Diego, is transmitting live a number of courses offered by Educational Growth Opportunities (EGO). Both KPBS and EGO are affilitates of San Diego State University, a 4-year public institution. EGO has offered courses, by and for seniors, since 1976 and enrolls an average of 2,000 seniors per term. EGO previously has been unable to reach the homebound or the geographically distant. The CES project makes EGO courses newly available to thousands of older adults through cable television and through live telephone call-in with the instructor and senior students in the KPBS studio. San Diego County has more than 210,000 seniors over 65; at least 40 percent have access to cable TV.

The CES project will increase educational relevance, availability, and liveliness for seniors. The special needs of seniors for education, information, and social services will be better recognized and served, at the same time as seniors will actively contribute to the life of society by telecasting their special energy, experience, and wisdom. As the number of senior adults and availability of cable television continues to increase throughout the United States, other communities will be able to make higher education for senior adults available through interactive television.

Project Director:

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Shoshone-Paiute Tribe
Owyhee, Nevada

The popular history of the West as portrayed in the media and in many scholarly works contains myths, stereotypes and idealizations. The history of rural Western Indian tribes provides a prime example of this situation. Until Tribal Histories are written by the tribes, from their own point of view and perspective, the history of the West will remain isolated from the American experience.

The Duck Valley Reservation History Project will allow the Shoshone-Paiute peoples of the Duck Valley Reservation to undertake a comprehensive history project under their own direction. Two educational institutions have agreed to provide support services upon request from the Tribes (The Institute of the American West at Sun Valley, Idaho and the American West Center at the University of Utah). The Tribal Council will have full control over the project, and will be able to explore the possible relationships between supporting institutions. The project will produce a tribal archives, containing documents of importance to our history, a tribal history book, and a ½ hour video production which will have an impact on up to two million viewers (Public Television). This is an 18-month grant.

The Duck Valley Reservation History Project will provide an impetus for further studies in Western history and education, and will show direction for further efforts in rural education. It will provide a model that universities can use to reach new groups of people with educational programs. One long range goal of this project could be stated as the reconciliation of the myth of the West with the realities of the contemporary situation. It will tend to remove the Duck Valley Reservation from its cultural isolation while at the same time it will improve the history of the West and, thus, the historical vision of the country as a whole.

Project Director:

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Simon's Rock Early College
Greate Barrington, Massachusetts

Simon's Rock is a 4-year coeducational liberal arts college with 200 students who have completed only 2 or 3 years of secondary school. Founded in 1967 as a model for reform in education, Simon's Rock occupies a unique position as the country's only early college. Our faculty, who are alert to factors that underlie successful college adjustment in their younger students, have become convinced of the value of a developmental perspective in the design of curricular and extracurricular programs.

During the first of our 2-year project, 50 freshmen and 10 seniors were assessed for Perry Stage of cognitive development, Kohlberg stage of moral reasoning, Loevinger stage of ego development, critical thinking ability, and self concept. Interviews with students also elicited the student's perceptions of catalytic events that have changed the way she/he thinks about self and others. Faculty discussion groups (involving half of our 27 full-time faculty) focused on the implications of the findings for classroom teaching, interdisciplinary majors, and general education. End of the year assessment of freshmen provide us with measures of the impact of our 1st year program.

Changes are contemplated in admissions, student governance, residence and work/study programming as well as academic programs. Faculty development will continue by having volunteer faculty participate as students in courses outside their discipline. Faculty and selected students in each course will meet regularly to discuss the impact of particular educational experiences or development. Cooperative data sharing relationships have been established with other institutions to facilitate evaluation and dissemination of outcomes.

Project Director:

Nancy Goldberger
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Sinclair Community College
Dayton, Ohio

The stereotype of learning as a product only of the classroom is at the crux of the problem addressed by the Greater Dayton Consortium for Lifelong Learners. Because of this popular wisdom, adult students trained experientially tend to depreciate their competence and learning. The diminished self-concept of many adults learners acts as a barrier to the unusual opportunities afforded by postsecondary education in Ohio. In addition, adult learners frequently are unfamiliar with the options available to them.

The Greater Dayton Consortium for Lifelong Learners is attempting to address this need in its second year of operation. The Consortium is coordinated by Sinclair Community College and includes an educational broker and private, public, and human service institutions and agencies.

The delivery system includes Sinclair Community College's assessment program along with the services of the Dayton-Miami Valley Consortium's Educational Opportunity Center, acting as a broker. Tuition-free educational services are provided to some 300 adults who are constituents of the agencies and firms participating in the Consortium. The target group enrolls in an existing 3-credit-hour course, Portfolio Development. The course is conducted on-site or at a convenient location to constituents of Consortium organizations, and its focus is on the description and documentation of prior learning and on life and career planning.

The expected outcomes of the Greater Dayton Consortium for Lifelong Learners are as follows: 1) the heightening of the target group's self-concept as learners; 2) the articulation of college-equivalent learning into credit hours; 3) the consciousness-raising of the target group regarding life/career planning; and 4) the enhancement of awareness of the target group of area postsecondary educational opportunities.

Project Director:

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Society for Values in Higher Education
Washington, D.C.

The Project on General Education Models has been established as a nationwide consortium to deal with timely issues in general education and its improvement. Since the Carnegie Report of 1977 which sited general education as a "disaster area," colleges and universities from all over the country have joined the chorus of discontent and have called for reconstruction.

There are 14 member institutions in Project GEM traversing 12 states, all in the process of revising, improving, or changing the general education component of their curricula. The Project provides a variety of services to facilitate this effort. Among these services are seminars, workshops, expert consultants, resource materials, institutional advisors, and conferences, which are geared to provide the tools by which these institutions can define their goals, establish strategies for improvement or change, and finally implement those changes.

At the end of the first year of this 3-year Project, the institutions have drawn plans for effecting changes in their general education programs for the coming second year. Resources provided by the Project have enabled the institutions to define their goals and needs for the remaining 2 years. In addition, the Project has published a GEM Newsletter which raises issues in the field and is in the process of completing a Resource Guide to General Education to be published in the fall of 1979.

The member institutions of Project GEM are: Bucknell University; Carroll College-Wisconsin; Catonsville Community College; Community College of Denver; Florida A & M University; Indiana University at South Bend; Northeastern Illinois University; Oregon State University; Rochester Institute of Technology (with the National Technical Institute for the Deaf); SUNY-College at Brockport; University of Massachusetts-Boston (College of Professional Studies); University of Nebraska-Lincoln; University of the Pacific; Valparaiso University.

Project Director:

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Solidaridad Humana, Inc.
New York, New York

The Bureau of the Census has projected that by 1985 the Hispanic population of the United States will be the largest minority group in the country. While bilingual education is a growing phenomenon for hundreds of thousands in New York, it is too little, too late. Their educational needs are severe and diverse and they seek opportunities in a time of growing fiscal conservatism and bureaucratic confusion. Solidaridad Humana addresses the educational and vocational needs of this population by redirecting and adapting existing resources and coordinating their efforts through a community-based learning center.

During the second year of a 3-year project, Solidaridad Humana will continue consolidating its relationship with cooperating institutions as well as implement its comprehensive approach to meeting the needs of the Hispanic population in New York. One of the principal achievements of the first year was the development of diverse resources. Now in the second year Solidaridad Humana's comprehensive concept is completely in place and is offering--in one center--elementary, secondary, vocational, and postsecondary programs for adults. Participants in the program develop a strong base upon which they can advance in more traditional settings and take advantage of a wider range of opportunities.

The second year will be one of consolidation for the administration. Solidaridad Humana will be almost doubling its number of participants as well as reaching more effectively into its community through outreach programs and expanding its contact with other community organizations and institutions.

Project Director:

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University of Southern Mississippi,
Hattiesburg, Mississippi

At the University of Southern Mississippi special attempts to reach out among disadvantaged students have been severely inhibited by incompetencies in Standard English. Even those culturally disadvantaged students who developed writing skills, generate low teacher expectations and do poorly because they do not have effective oral language skills. Other universities that have been surveyed report similar problems where similar conditions and student populations exist.

Project Access is examining the effect of concentrated language skill training on these students. The project devotes a year's work and 18 semester-hours credit to making students able to present themselves and their work with college-level competency. Programs of sentence combining, patterns practice, oral diction drill, Reader's theatre, and human relations training as well as some traditional writing, reading, listening, and speaking improvement are condensed into a concentrated period devoted to training in communication skills relevant to college success.

The students in the research sample have been matched to a control group sample in the regular student population to which they are being compared before and after the program and throughout their college careers.

In the third year of a 3-year project, Access has accumulated a research sample of 175 students. A smooth transition has been completed this year so that the program will be operated through the University's Special Services Program next year and managed by a committee made up of participating departments.

While the research phase of Project Access will not end until all the students have graduated, dramatic indications of its success have been evident. Access students have made significantly better grades than the control group. Attrition rates are still at zero compared to forty percent in the control group. Project Access has apparently succeeded in improving the educational and career success potential of linguistically disadvantaged college students.

Project Director:

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Spelman College
Atlanta, Georgia

Minority women are grossly under-represented in scientific and health careers for a variety of socio-cultural factors. One of the major barriers is mathematics.

Spelman College, a liberal arts college for women, serves a predominantly Black student body of 1,280. It is committed to fostering improved opportunities for access by its students to scientific and health careers. Attrition from science and engineering majors is high, largely because of the lack of success students experience in mathematics.

This is the second year of a 2-year project at Spelman designed to reduce attrition in scientific majors by removing the "barriers" effect of mathematics. The project, MITAR (Mathematics Improvement Through Anxiety Reduction) is a comprehensive program involving academic and counseling components. Features include modular construction, computer assignments, "lab" sessions with mathematics instructors, and "rap" sessions with a psychologist. Science problems complement the instructional modules and students interact several times during the year with Black women who are successful in scientific, health, and engineering careers. The program serves approximately 60 students per semester.

MITAR will develop essential mathematical competencies and understandings and increase student success in mathematics. It will develop positive attitudes and reduce mathematics anxiety. The program will enable Black women students with potential in science to successfully move into such mathematics-related careers as medicine and engineering.

Project Director:

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Standing Rock Community College
Fort Yates, North Dakota

Access to the baccalaureate degree, in fields other than education, is a large factor inhibiting the economic development of Indian Tribes. As a 2-year institution of postsecondary education, located on the Standing Rock Indian Reservation in both Dakotas, Standing Rock Community College provides a baccalaureate process that is fully accredited and designed to meet the educational needs of the learner. SRCC and North Dakota State University have affiliated to offer this experience to the people of Standing Rock.

The Upper Division at SRCC, in the second year of a 3-year grant, admitted its first student body of 20 people this fall. The majority of these students work in mid-management positions for the largest employers on the reservation: the Bureau of Indian Affairs, Indian Health Service, or the Standing Rock Sioux Tribe. These adult learners are admitted into the Upper Division following two years of college, or its equivalent, including significant prior learning experience. They enroll in classes which assist them with designing their degree plans, and participate in core courses in the management area. Competences are distilled from these core courses, and each student's program is individualized with reference to his or her prior learning.

An intregral part of a student's baccalaureate process is sponsored learning. Students participate in a model based upon governance patterns prevalent in Sioux society prior to white contact, thus reaffirming cultural patterns within the degree process and offering the perspective of cultural synthesis.

It is anticipated, that beyond the grant period, Standing Rock Community College will maintain an accredited four year degree process that is flexible enough to meet the needs of the reservation learners. The experience gained from the initiation and perpetuation of this process will be shared with others with an interest in serving Indian populations.

Project Director:

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Stephens College
Columbia, Missouri

Many people, particularly women and minorities, have difficulty in pursuing a practical education because they are unable to do the mathematical activity required of them. As a result, these persons are being deprived of job opportunities which necessitate quantitative and problem-solving skills. Documentation and research attesting to this situation is constantly growing, and society is gradually being made aware of the problems which result from mathematical avoidance and anxiety. Presently, serious attempts are being made at colleges and universities to understand and deal with this phenomenon. To date, no one has attempted to deal with the problem by sensitizing and training faculty advisers.

This 2-year grant(now in its second year) will develop an environment which supports the reduction of mathematics avoidance and anxiety through the training of faculty advisers. We anticipate that the project will have an impact on the faculty, and in turn, on the students. The program offers workshops for faculty members, one from a counseling program of the college, and one from the Department of Mathematics. Each workshop will be composed of 10 faculty advisers and two faculty leaders. They will meet 2 hours each week for 3 weeks. Some of the workshops objectives are: to understand the mathematical socialization of women; to understand mathematics as a critical filter to careers and citizenship; and to develop advising techniques for use with students who avoid mathematics. We will also prepare evaluation instruments, train project workshop leaders, and evaluate the program.

The results of the project should be more positive encouragement to study mathematics when appropriate for personal, degree, and career interests. It will demonstrate the feasibility of using this type of model for training faculty advisers in the area of math avoidance in other colleges and universities.

Project Directors:

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SUNY-Binghamton
Binghamton, New York

Although various forms of computer-assisted instruction (CAI) are used by many colleges and universities, it is often difficult for one school to acquire and use programs developed at another school. The problem of the transportability of instructional programs becomes increasingly difficult as CAI becomes more complex and sophisticated. This often means that instructors who are not also computer science experts cannot acquire and use CAI materials that have been developed and proven elsewhere.

To respond to these difficulties in one curriculum area--elementary symbolic logic--this project is producing a transportable version of the computer-based logic course that was developed at Stanford University and has been used there for more than 6 years. Using a two-stage dissemination strategy, the reprogramming is done at Stanford with selected universities acting as converter sites. A converter site adapts the program to a specific family of computers. From a converter site the program is distributed to schools with similar computer facilities. This strategy avoids the expense and replications of efforts that otherwise would go into "one-time" conversions of the program.

An important pedagogical component is an authoring facility which enables instructors with no prior programming experience to write their own logic lessons, and modify the curriculum to meet individual needs. The transportable logic course should be in widespread use by January 1981.

A goal of this project (now in the second year of a 2-year grant) is to provide many schools nationwide with a sophisticated computer-based course in logic which does not require a great investment in special equipment and technical personnel. This project will show that complex yet transportable instructional programs can be produced at a central site and distributed to users with a variety of computing facilities. At the same time it will give schools a chance to experiment with a semester-length course fully taught by a computer.

Project Director:

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SUNY-Brockport
Brockport, New York

Recent literature shows that higher education has become increasingly concerned with the problem of career selection for undergraduates. A strong liberal arts education without the ability to deal effectively with the realities of life beyond college is not enough today. In addition, faculty involvement in career exploration is usually minimal and the practical experiences available on any campus are generally not utilized.

The Student Paraprofessional Training Program was conceived in response to the above at Brockport, a 4-year public institution. Through the program, the undergraduate student selects, prepares for and investigates career options; and applies his or her studies to the practical realities of the work world.

The program is currently in its second year of a 2-year grant period. The program has six parallel programs forming separate area committees in each instructional grouping - Fine Arts, Natural Sciences, Humanities, Social Sciences and Social Professions, and in Institutional Services which includes Campus Security, Public Relations, and others. A student applying is screened by an area committee, attends a series of workshops and is then assigned a mentor. The student and mentor, working within area guidelines, develop a program for the student which extends over a period of at least 3 academic semesters and includes a minimum of 12 course-hours. Courses are from existing College offerings. Work experience may be on or off-campus, and may be paid, voluntary, or for credit. At the conclusion of the program, the student receives a Portfolio which is a record of accomplishments including assessments of the work experiences. In addition, the student receives a Certificate of Completion signed by the President of the College.

The outcomes for student participants will be: meaningful career exploration through a unique approach to existing work and study experiences, improved skills and leadership positions on campus, greater marketability of their college learning, and greater satisfaction with the college experience.

Project Director

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SUNY-Geneseo
Migrant Center
Geneseo, New York

Migrant farmworker families, because of their mobility and low socio-economic status, are among the most educationally disadvantaged populations in our country. Approximately 90 percent of migrant youth do not complete high school.

The Geneseo Migrant Center, established in 1968 on the campus of the State University College at Geneseo, N.Y., recognizes the need for serving the career and educational needs of interstate migrant youth on a continuing basis as they travel the migrant stream, to enable them to complete high school and go on to a postsecondary program of their choice. The Migrant Educational Opportunities Program's (MEOP) overall goal in its third year of operation is to increase the number of interstate migrant youth who enter and successfully complete postsecondary programs and to disseminate the MEOP model.

Project activities for the target group, approximately 600 migrant youth in the East Coast Stream, ages 13-20, are designed to increase the youth's knowledge of secondary and postsecondary career opportunities, financial aid, and support services; impact on the conditions that cause migrant youth to drop out of school at an early age; and provide a centralized, personalized source of information and resources for the youth.

An identification/communication system was established during the first year of the project, which continues to utilize existing state and federal agencies and programs, as well as a personalized outreach system of identification, recruitment and communication, as the youth move from state to state. Project staff visit youth in their home base State of Florida. A key element of the successful communication system is a monthly newsletter, REAL TALK, which is written for and contributed to by the youth.

Following refinement and evaluation of the project, it will be offered to the middle and far west migrant stream states as a model for reducing the high dropout rate among migrant youth nationwide.

Project Director:

Gloria Mattera
Geneseo Migrant Center
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SUNY-Rockland
Suffern, New York

The College of Public Service is a part of Rockland Community College's continued commitment to community based, experiential programs that effectively integrate the liberal arts and career education. It also responds to the need for greater participation by informed citizens in the political process, and for expanded avenues of communication between the college and the community.

This is the third year of 3-year project. Faculty, staff and students are focusing their efforts on two new programs that have evolved from the concepts developed during the planning and initial enrollment stages.

The first is a 2-year international urban planning curriculum, combining studio experience with interdisciplinary studies of human culture, community, and communication. In the studio and field placements, students acquire technical skills in data gathering, field research, map preparation and plan analysis by actually participating in the planning process. Liberal arts instruction amplifies their experience, providing an understanding of the social, political, and economic aspects of urbanization and the consequences for individuals and cultures. Twenty students from Nigeria are currently enrolled in this program.

In the second program faculty and students are also working to establish a formal system of support for informal group learning. Study circles are small groups of adults who meet regularly with a leader to learn about a given subject. Fifteen faculty members, administrators and students are participating in a study circle, exploring the ways in which Rockland can facilitate the growth of similar circles for adults in the community.

Our goals as we complete our project are to establish urban planning as a regular part of the college's offerings, and to establish a Study Circle Center that will provide leadership, information, materials, and a networking service, promoting study circles as an alternative learning experience for adults.

Project Director:

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Temple University
Philadelphia, Pennsylvania

The inadequacy of reading and writing skills among entering college students is notorious. Across the nation, colleges and universities face the problem of finding methods and instructors to help increasingly large numbers of students correct deficiencies in writing skills, build those skills to college levels, and maintain those levels of achievement. Temple University, a large, state-related urban university, faces these problems without being able to make any substantial number of new faculty appointments. We must find ways to prepare faculty from departments other than English to teach composition, and we must encourage the teaching of writing in all disciplines at all levels.

A grant now in its first year, provides assistance and incentive to meet the reading and writing needs of Temple students. Under the terms of the grant, up to 12 faculty members each year from departments other than English participate in a comprehensive year-long program of work and study to prepare to teach composition. In addition, the grant supports a week-long workshop during registration week, intensive 2-day workshops during the course of the semester, and a series of seminars exploring the writing process during the year.

The program, in the 3 years of its operation, will add 30 to 35 trained and experienced composition instructors to the group of English instructors now available for assignment to composition courses. A much larger group will learn to identify and correct writing errors in disciplines other than English. Finally a series of seminars in the writing process will develop and disseminate new information about writing and the teaching of writing.

Project Director:

George Deaux
Temple University
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University of Texas, Austin, Texas

Staff development in postsecondary institutions has not kept pace with the changing needs of society, the institutions themselves, and the adult learner. High attrition coupled with dwindling finances have created a critical need for practical and easily disseminated techniques and methods for improving student success.

The National Institute for Staff and Organizational Development at the University of Texas at Austin is answering this need through a series of self-instructional modules for college and university administrators, faculty, and counselors aimed at creating an effective learning environment, especially for the nontraditional student. The series will consist of 48 skill-building modules written and illustrated by practitioners.

First year activities centered around the process for creating, testing and disseminating the modules. Format guidelines and stylistic criteria are now well established, and the modules are being field tested in training sessions held for the 115 colleges in the North American Consortium, organized with funding from the W.K. Kellogg Foundation. The modules are available to any institution or individual at a modest price from Media Systems Corporation, so that the dissemination of the products is unlimited. We are beginning the second year of a 3-year grant.

At the close of the 3-year project, we will have created an inexpensive, attractive, practical and easily disseminated series of modules, the Creative Teaching Series, usable by one faculty member or an entire institution. The series, or any individual module, will be available to any institution for a nominal charge and will put the latest technique for helping nontraditional students succeed in college into the hands of faculty, counselors, and administrators.

Project Director:

John E. Roueche
Program in Community College Education
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Tufts University Medford, Massachusetts

Increasingly, community improvement is a critical element of local and regional planning. Citizens participate on planning and policy review boards, special interest commissions and task forces, community and neighborhood based organizations, and consumer and jurisdictional advocacy groups. The Urban Advocacy Project is aimed at supporting this trend.

In order to better serve the educational needs and interests of Boston area citizens who are active in local community development issues, the Graduate Program in Urban and Social and Environmental Policy at Tufts is developing a Community Development Education Resource Center. This center was established after the completion of an intensive needs assessment which was designed to identify the interest of those active in community development work. The Urban Advocacy Project is a direct result of the findings of that survey.

The project has three elements: 1) The establishment of a Community Development Education Resource Center which will establish a directory and a resource file of relevant community education resources. The center is intended as a reference for active citizens as well as a source of brokerage and advice in improving local community-university relations. 2) The establishment of an inter-university Advisory Committee in Community Development Education. The function of the advisory board is to engage Boston area faculty members in an effort to make institutional resources more available to community groups. 3) The presentation of an experimental Community Development Issues seminar that will permit community citizens to broaden their knowledge of the field and resources as well as receive training in a number of fields of interest.

The project will use graduate students within the university program as a resource for community participants in this second year of a 2-year grant.

Project Directors:

Kenneth Geiser
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Graduate Program in
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Capital University
Columbus, Ohio

Teaching science and technology has proven difficult in university-without-walls program e.g., students, often working adults in the community, get degrees through a combination of prior credit, crediting of prior informal learning, learning supervised by college or community resource people, and coursework. Capital University's UWW program, part of the College of Arts and Sciences, is attempting to successfully offer work in Appropriate Technology by defining the field as a liberal arts discipline and offering it in a mode midway between formal classes and totally individualized independent study.

The first step in creating the program is to use faculty and external experts to define the competencies necessary for a B.A. in appropriate Technology. Emphasis is being placed on general understand ng of technology, its place in human affairs and processes of determining relative appropriateness in real-life situations.

A collection of self-directed minicourses is also being developed. Each is based on a timely theme such as solar energy, soils, society and science/technology, human nutrition, soils, etc. Each minicourse gives the learner many options to choose from a variety of activities and learning styles.

The minicourses should serve as springboards to individual study plans and will compose about one-third of a program leading to a degree. The courses should also help us attract the interest and involvement of many of Capital's regular faculty who could then serve as resources and committee members for students in the program.

It is anticipated that about 20 learners will be enrolled in the program by January and that another 20 will use the minicourses as a way to demonstrate competence in science in other C/UWW programs. This is a 1-year grant.

Project Director:

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UAW
Detroit, Michigan

Retirement is a time of crisis for many workers, especially those production workers who retire early and lack the necessary basic information and opportunity to plan for the remaining one-third of their lives. The UAW's Retired and Older Workers Department is developing a comprehensive set of retirement education and related community resources for its 1,500,000 active members and 350,000 retired workers.

During this past year, the UAW Retirement Planning and Life Enrichment Project has researched and developed a working draft of six retirement education modules. The resources are currently being pilot-tested on a sample of blue collar, production workers and retirees. In the second and third years of the project these modules are being completed and UAW staff are being trained. The new UAW retirement planning program will be demonstrated in each of the UAW's 17 national regions to a target population of over 2,000 production workers and their spouses.

This project will demonstrate an innovative career development program for older workers within several Michigan communities coordinating existing community and postsecondary educational resources into a comprehensive network for life cycle planning. The UAW's national leadership and the Retired and Older Workers Department have expressed a keen interest in this proejct during contract negotiations and have demonstrated a willingness to establish new educational programs which would expand project objectives and add permanency to project services.

Project Director:

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UAW Retirement Planning and
Life Enrichment Project
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Cedar Lake Home
Westbend, Wisconsin

In order to meet the challenges of aging which are confronting our society with increasing urgency, more opportunities are needed which: 1) provide practical and accessible educational programs for workers in the health-care fields; 2) involve community aged in appropriate educational programs to strengthen independent living and their sense of purpose 3) help people of all ages understand the aging process which affects their lives and motivate them to prepare for healthy and purposeful retirement.

The Cedar Lake Home Campus of the non-profit Benevolent Corporation, founded in 1953, provides short and long term health-care facilities and retreat-educational facilities. Its progressive philosophy and rehabilitative program is based on the premise that all persons, regardless of their condition mentally, physically, spiritually, and socially, can continue to grow, mature, and contribute to society throughout all of life. A deep commitment to life-long education for all is an integral part of our Campus program.

Recent construction of a Learning Center educational facility on campus helps us to offer increasing numbers of 1 and 2-day workshops focusing on the three areas mentioned above. The program will be based in the Learning Center, but the entire 215-acre campus will be used for experiential learning. In this way we integrate eduation with the practical experience of the workplace.

The Cedar Lake Home Campus has already developed successful educational offerings in the areas listed above, including bringing together youth and the aged. This grant will enable us over the next 2 years (this is the first year of a 2-year grant) to expand our programming more rapidly in each area. We hope to make a great impact on the Wisconsin and mid-West areas, achieving institutional and individual change through education...plus make our campus a practical educational model for others.

Project Director:

Rev. Louis C. Riesch
The Cedar Lake Home Campus
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University of Utah,
Salt Lake City, Utah

The study of the Indian people of the new world has been one of the most difficult subjects to introduce in higher education in a form acceptable to the Indian People themselves. The traditional disciplines have the reputation of being inadequate to the needs of the Indian communities and the colleges and universities which Indians attend.

The University of Utah is a state-owned and -operated university of substantial size (23,000-plus students) which offeres approximately 50 graduate degrees. Founded in 1850, it is the oldest state institution west of the Missouri River. Its varied student body comes from approximately 40 states and 25 foreign countries. The American West Center, a research arm of the university, has had long and varied experience working with American Indian tribes.

The American West Center intends to share that experience with many other institutions. This is the first year of 2-year grant. The first part of the project is the development and national distribution of a series of 15 video-taped lectures in American Indian history. The lectures will come from the University of Utah in part, but scholars of national reputation from four other institutions will also be invited to join the Utah faculty to produce the series. In addition, the project allows two members of the American West Center staff to work with 10 colleges and universities west of the 100th meridan to incorporate American Indian history materials in their curricular offerings.

This program will enable institutions and professors to incorporate accurate, current information in their classes. The consulting grants will allow institutions with few resources in the field to expand their offerings substantially. Special efforts will be made to introduce these materials in areas where American Indian people reside.

Project Director:

Floyd A. O'Neil
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Vermont State Colleges
Montpelier, Vermont

For the last seven years the Vermont State Colleges system has taken the first steps in developing a lifelong learning program for Vermont adults through the Community College of Vermont and the Office of External Programs Assessment of Prior Learning services. Both low access adults and working people seeking re-entry or mid-career change have been consistently requesting one further extension of postsecondary education- an external baccalaureate program tailored to their special educational and personal needs. Two problem areas prevent Vermont adults from attaining the higher education they deserve and desire: 1) A flexible baccalaureate program designed especially for adults, bound to home and work locations, does not exist in all areas of the state; 2) Many faculty in the campus-based institutions have not previously been called on nor trained to act as facilitators within a flexible program designed for the "new" adult clientele.

The External Degree Program (EDP) is focused on the following solutions to the two problem areas: 1) the EDP is designed to provide the flexible time scheduling and minimal travel required by working adults. "Learning contracts" are used in order to facilitate the fit between the students on-the-job learning, cognitive style needs, time commitments, and the degree program; 2) Faculty members in the participating institutions serve as "mentors and tutors" to students. The faculty mentors are becoming familiar, with the diversity of developmental stages and cognitive styles adult learners bring to higher educaiton.

The EDP is designed to be an upper division program built on an inter-institutional cooperative model. The EDP operates on a "resource intensive" basis which facilitates flexibility and minimizes fixed overhead by utilizing the combined resources of both public and private campus-based colleges. In this their year the EDP expects an enrollment of 150 adult students at the two participating public institutions.

Project Director:

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Vincennes University
Vincennes, Indiana

Vincennes University is a comprehensive community junior college with an unrestricted admissions policy whcih offers associate degrees in over 100 transfer and occupational academic programs. The university provides an outreach program, the Program for Adult Student Success (PASS), to assist financially disadvantaged individuals, especially welfare recipients who are single parents. Prospective students are identified and referred to PASS by welfare and social service agencies in 16 counties in Indiana and Illinois.

Entering the second year of a 3-year grant, PASS is assisting 110 low-income adults continue their education. A variety of supportive services are provided through home visits and on campus. The project provides information about education opportunities at Vincennes University, individual counseling, career counseling, bi-weekly support group meetings, coordination of child care and transportation arrangements, study skills and tutoring assistance, and assistance with various applications. Special orientation groups are offered prior to the start of each semester and career planning workshops are offered quarterly both on and off campus.

The project staff also acts as liaison and makes referrals to University offices including the Life-Career Resource Center, Financial Aid, Admissions, and Study Skills as well as the cooperating social service agencies. Program participants are informed of services and financial assistance available and are referred to the appropriate agencies.

Expected outcomes of the project will be: 1) Dissemination of information about educational opportunities and financial aid, 2) Enrollment of increasing numbers of low-income adults, 3) Selection of realistic and satisfying academic programs, 4) Completion of an educational program by most of the students; 5) Upon graduation, employment in the student's major field of study.

Project Director:

Yvonne K. Reed
Vincennes University
Student Counseling Center
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Virginia State College
Petersburg, Virginia

In this decade, the question being increasingly asked by employers of graduates is, "A degree, and what else?" "What else" for employers means graduates are able to demonstrate work-related skills. There is a general consensus that work-related skills are best developed from work experience itself.

For approximately 2 million college students, their on-campus employment (through college work-study) can be a means for developing work-related skills. However, this can only be accomplished with a restructuring of student on-campus employment programs. Typically, such programs have not been concerned with what students can learn. Other interests, such as financial aid to students or inexpensive manpower for the institution, have been paramount.

A cooperative effort is underway by four Virginia institutions, to design, implement and evaluate a model student employment program enabling students to develop work-related skills through their campus jobs. This, the second year of a 2-year project, provides for implementation and evaluation. The underlying assumption is that, for skill development to occur, students must be employed in positions in keeping with their abilities, skills and aptitudes. This requires accurate job descriptions and an instrument for identifying students in terms of work-related interests.

The project is seen as a demonstration project to be implemented and adopted by other institutions. The project disseminates printed status reports to over 200 institutions which have expressed interest in the project and presentations at regional and national meetings of postsecondary administrators involved with student employment. The final product of the project will be a program manual for collegiate administrators describing the model with suggestions for its implementation at their institutions.

Project Director:

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Washington Center for the Study of Services
Washington, D.C.

Although there are immense differences in quality and costs among vocational training programs, very little information is available to help the prospective student select a program to meet his or her needs. As a result, vast amounts of money and many months of students' lives are wasted on programs that teach ineffectively, teach unneeded skills, and impose excessive charges. The National Consumer League will join with the Washington Center to jointly carry out a 30-month project to attack these problems.

The project involves 5 primary activities. First, it is collecting evaluative information on postsecondary vocational training programs in the Washington, D.C., metropolitan area. The information includes duration of the program, admissions criteria, costs, refund policies, availability of student aid, adequacy of facilities and equipment, quality of the instruction, dropout rates, job placement rates, and starting salaries of graduates. Second, the project is disseminating the collected information in a guidebook. Third, the project is working to establish an organizational capability and funding sources so that the above two activities will continue in the future without Federal support. Fourth, the project is preparing a handbook showing other communities how to establish and operate similar information programs. Finally, the project is preparing recommendations to various regulatory agencies and interested schools on disclosure standards that would aid prospective students in making wise decisions about postsecondary vocational education.

This project will aid Washington, D.C. area vocational students to get top quality educational experiences, fitted to their needs and interests, at the lowest possible cost.

It is also hoped that the project will assist vocational education students in other parts of the country by providing recommendations to State and Federal regulatory agencies about disclosure standards for vocational education institutions and by distributing a handbook documenting the data collection procedures used in this study so that interested parties can use them elsewhere.

Project Director:

Gregg Jackson
Washington Center for the Study of Services
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University of Washington, Seattle, Washington

The importance of improving college and university teaching through inservice training of faculty is evident in an era of shrinking financial support and decreasing staff. Methods for assessing teaching effectiveness that are both diagnostic and practical are needed in order to help faculty make specific changes in teaching practices.

We are using a procedure for diagnostic evaluation in which a facilitator asks a large class to form small discussion groups to assess course strengths and weaknesses. After a 10-minute discussion the groups report to the facilitator, who summarizes the information and, in turn, reports to the instructor. This procedure, which takes about 30 minutes, provides the same information as do hours of individual student interviews, which have previously proven to be very important sources of feedback for course improvement.

In this first year of the 2-year grant we are developing a workshop for training faculty in the use of this procedure so that they can act as facilitators for other classes. We are working with faculty both at the University of Washington and at other local and regional postsecondary institutions. As part of the project we are also gathering information on 1) the effectiveness of the small group procedures as a diagnostic tool and 2) the effectiveness of the workshop approach in promoting change in faculty commitment to instructional improvement.

This project will spread the use of the small group evaluation method to about 450 trainees in 30 different institutions. These trainees will in turn work with client instructors at their own schools. Additionally, we will produce a training packet on the method for continued dissemination after the end of the grant period. The packet will include a videotape based on the workshop, supportive printed materials, evaluation forms for ongoing data collection and a report on the results of our research on the method.

Project Director:

D. Joseph Clark
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University of Washington, Seattle, Washington

Due to the lack of mathematical training, women entering the University of Washington do not have the same options as do entering males. Four years of high school math are required for admission to 11 of the 16 major fields of undergraduate study at the University; however, of our 1976 first year students, only 28 percent of the females compared to 51 percent of the males had taken 4 years of high school mathematics. Many women go into education, a field that does not require 4 years of mathematics. They enter the educational profession lacking the background so important in conveying a positive attitude toward math. Their students initially like math but grow to dislike it. And, as soon as math is no longer required, girls no longer take it. Many enter the University without the math background necessary to go into many fields of study, become teachers, and the cycle continues. The major goal of this project is to develop an educational program which can break this cycle.

After 1 year of operation in this 2-year program, we report significant positive changes in scores of 32 counselors and elementary teachers on measures of their attitude towards mathematics, their general mathematics ability and their spatial ability. The program consists of two phases. The initial phase focuses on improving both attitude to and ability in mathematics by training participants using our own manuals on spatial training and mathematics counseling. In addition, a counselling component aids participants to explore ways sexual stereotypes and social expectations influence math attitudes and performance. Participants identify and manage their own anxiety as it affects performance in this program. The second phase of the program focuses on the teachers' and conselors' interaction with their own students in integrating the ideas and skills learned in our project into their classrooms and schools.

Materials from the project will be incorporated in the university curriculum.

Project Director:

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University of Washington, Seattle, Washington

Historically, Indians and Alaskan Natives have been underrepresented in the U.S. post-secondary education system. Currently, there is a shortage of professionally trained Indian/Alaskan Native administrators. Professional education has been either an exclusively Indian/Alaskan Native approach or a traditional approach, randomly including Indian students. There has been little attempt to meld the two approaches. Trained administrators are needed to meet the challenge of recent court decisions and legislation, such as the Indian Self Determination Act. The decisions and legislation offer Indians and Alaskan Natives the opportunity to control their destinies, reducing dependency on the Federal government, and to manage increasingly important natural resources.

The Graduate School of Public Affairs, in cooperation with United Indians of All Tribes Foundation, has developed the Tribal Administration Program, leading to a Master of Public Administration Degree. The project, in the second year of a 3-year grant, admitted its first students this fall. These students will spend a minimum of one year at the University followed by a year in the field. The program combines the core of the existing MPA program with coursework and experiences directed at the specific needs of tribal/corporate administrators. The intent is that the students will learn to function effectively in both Indian and non-Indian environments. This year, program activities will include continued development of curriculum, student recruitment for the coming academic year, and further development of direct services to tribes, corporations, and Indian organizations.

The immediate outcome will be a continuous supply of professionally trained Indian administrators. These administrators would be committed to the values and goals of the tribes/corporations/organizations they work for and could effectively interact with the external community and state/local government officials. The longterm outcome will be the increased effectiveness in management of tribal resources and the enhancement of abilities to achieve tribal/corporate objectives.

Project Director:

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Wayne State University Detroit, Michigan

The "To Educate the People Consortium," consisting of higher education institutions, labor unions, and public/educational TV broadcasters was founded in 1978 to provide access to working adults to higher education. The participants represent a belief that delivery means, curricular structure, and organization in higher education must be adapted to the condition of the working adult if true access is to be accomplished.

The University Studies and Weekend College at Wayne State University was started in 1973. By 1975 it had 3,600 full-time students, who also worked full-time, most of them blue-collar workers. Its total costs, including the broadcast and production of over 700 half-hour TV programs, was covered out of tuition revenues of about $700 per student over nine months. This model and its adaptation to different higher education settings by means of a coalition of higher education, labor unions, and TV is the goal of this project. The model is adaptable to public and private, and 2-year, 4-year, and university institutions.

This will be the first year of a 3-year grant. Each year the grant will furnish startup funds to three higher education institutions meeting a series of pre-conditions. At the end of the 3-year period there will be nine institutions or consortia with operational models. In addition we expect that 21 will be operational, based on resource sharing. A novel feature of the grant is that the funded institutions will repay the amount of their grant in services or cash to the Consortium, so that additional institutions can be funded.

This project should enable the U.S. higher education system to provide access to a massive constituency of working adults generally not served by higher education. This will have a major impact on quality of life, flexibility of a democratic system of government, productivity in general, and the strengthening of now endangered educational sector.

Project Director:

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Wellesley College
Wellesley, Massachusetts

To increase the pool of women qualified to enter or to advance further in administrative positions in higher education, Project HERS has designed and conducted two series of technical skills seminars for women faculty and entry to mid-level administrators in the New England area. The second series, which will be completed in the fall of 1979, has 73 participants who attended the five weekend seminars at Wellesley College. Faculty consultants with expertise in each of the content areas designed and conducted seminars on: Fiscal Management, Organizational Behavior, Management Skills, Managing Information, Government and University Relations, and Professional Development. Participants in the Administrative Skills Program gain visibility in their home institutions through their letters of recommendation to the program and by assignments which require that they use the skills learned in their home institution. Small study groups and workshops on career goals are held throughout the program to encourage and enhance the development of a support network of women administrators. Future meetings are planned for participants from Series I & II to increase the number of people involved in this newly developing support network.

An extensive evaluation is being conducted of the Administrative Skills Program to determine if attending a series of technical skills seminars leads to an improvement or expansion of job descriptions, advancement in administrative positions and/or the development and subsequent use of a network of women administrators in the New England area. The participants from each Series and a group of administrators who expressed an interest in the program but who did not attend will be followed for the three years to determine the effects of participation in such program.

Training materials used in each of the two Series of the Administrative Skills Program will be prepared as manuals during the final 6 months of the 3-year grant (Spring 1980).

Program Director:

Jeanne J. Speizer, Director
Administrative Skills Program
Project HERS
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Wesleyan University
Middletown, Connecticut

Scientific knowledge plays a central role in human affairs but that role can be salutary or degrading, either supportive of our most cherished values or destructive of them. Specifically, regarding college education, how can we prepare students to understand and responsibly control the interaction of science and human affairs?

The College of Science in Society of Wesleyan University is a 3-year program for those selected undergraduates seeking the knowledge and skills needed for science and society problems. The primary educational role of Wesleyan University is that of a private liberal arts college. Its "college" programs aim at cross-disciplinary work. Hence that format is a natural one for a science and society curriculum but it is not the only format possible.

The Science in Society program has five curricular components: Special colloquia, required courses, programmatic electives, a thesis, and comprehensive examinations given by outside examiners at the end of the junior and senior years. This combination allows the student to meet various educational goals. For example, the first three components achieve disciplinary depth, but also flexibility because different students tackle different thesis topics and select different electives as supportive of their individual interests. Integration of different disciplines is attained in the colloquia as carefully designed cross-disciplinary courses and in the comprehensive exams. The latter are particularly important in regular evaluations of our programs, for students performance in these exams has lead to continual refinement and restructuring of the curriculum.

This program's graduates will be among those who welcome the challenge of using science imaginatively and responsibly for societal needs. The need and opportunities for these people are increasing in areas such as public health and medicine, environmental concerns and conservation, policy questions on technology assessment, and many others. Certain of our students will start careers in these areas upon graduation; others will go on for further study in graduate schools.

Project Director:

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WICHE
Boulder, Colorado

Much has been written on the subject of evaluation of experiential education/intern education programs. However, few evaluation models actually exist which institutions and sponsors can adapt for use. Furthermore, cost and manpower information related to evaluation, which specifies the resources needed to conduct evaluation procedures, are visibly lacking; as are efforts to link evaluation with improvements in program design.

WICHE, a nonprofit interstate compact serving the higher education needs of the 13 western states for 26 years, has been providing internship opportunities to western students through the WICHE Intern Program for the past 11 years.

Because of the need and timeliness of such work and WICHE's experience and interests in internship education, WICHE is beginning the first of a 3-year project to: 1) develop and test a cost-effective evaluation system for internship programs which takes into account both program design factors and student learning outcomes; and which includes the viewpoints of students, sponsors, academic institutions, and administering agencies; 2) improve the design of work-education programs in the areas of sponsor supervision, academic institution linkages and recruitment/matching of students; and 3) widely disseminate useful information and products to other interested programs.

The project methodology includes the review, use, and adaptation of existing materials and models; the design, development, and testing of new materials; further testing of materials with other program models in our region; and the reporting of findings, uses, and related information for the benefit of programs in internship education nationwide.

The project will produce and disseminate a cost-effective evaluation model; handbooks for agency sponsors, academic institutions, and students on "good practices" related to field learning; and reports and articles on various aspects of the project to interested agencies, institutions, and experiential education programs nationwide.

Project Director:

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West Virginia Institute of Technology
Montgomery, West Virginia

Many working adults are currently denied access to higher education because of geography and the lack of adult-oriented programs of higher education in the southern West Virginia coal fields. Using a combination of group and individualized techniques developed in its 5 years of labor-related education, the Southern Appalachian Labor School is offering work-site based education to 300 workers per semester.

Using a combination of full-time and adjunct faculty versed in a labor-rooted pedagogy, the Labor School is beginning an experiment to serve the Kanawha Valley Industrial Complex, a six-county area of southern West Virginia. In this first of three years, courses are being arranged with union locals and other worker associations on a tuition-free basis, with a move towards self-sufficancy by the third year. The participants are working adults over 20-years old. Coal miners, chemical workers, railway personnel, truckers, hospital workers and service personnel--the industrial expression of the southern Appalachians today--will meet in their union halls and community meeting places to work toward their baccaluareate degrees through the Regents B.A., with a option of certificate courses as well. Opportunities for standard academic credit from West Virginia Institute of Technology will later become available. Through the development of this external degree, work-site based educational program, the Southern Appalachian Labor School hopes not only to meet the needs of a major underserved population, but also to demonstrate a model of worker-related education that could be replicated in other Industrial situations where workers are effectively denied access to higher education.

Project Director:

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Wilberforce University
Wilberforce, Ohio

Wilberforce University the first institution in America founded by Blacks to provide higher education without bars of race, enrolls 1,000 students. The majority of these students are inadequately prepared to do college level work. They must be provided courses in reading, writing and math to strengthen the basic skills. Even so, attrition in the first year approaches 30 percent. The problem identified is the lack of a unified educational experience.

In the first year of a 2-year grant, we propose a pilot program which will coordinate and unify six courses: three content courses (Intro to Humanities, Art Appreciation, and Social Science I) and three skills courses (Critical Thinking and Composition I and II). Four societies will be selected for study in the content courses, and each will be analyzed by a humanist, an art historian, and a social ethicist. The skills courses will be coordinated with each other and with the content courses.

This program will be planned, conducted and evaluated by the pilot program teaching group of six Wilberforce faculty: 2 from Art and Humanities, one from Philosophy and Religion, 2 from Communications and Literature, and one from Interdisciplinary Studies. Final plans for the pilot project will be completed by the teaching group during the 1980 Summer Trimester. The unified program will be offered during the Fall and Winter of 1980-81.

The expected outcome of the mutual reinforcement of skills and content is a higher level of academic achievement, higher motivation, and a reduction in the rate of attrition.

Project Director:

Malcolm Gillespie
Wilberforce University
Wilberforce, OH 45384
(513) 376-2911

William Paterson College
Wayne, New Jersey

Most of the 300, 4-year public colleges in America were converted to multi-purpose institutions in the 1960's, experiencing quantum growth in the process. As just such a college, William Paterson came to recognize that: 1) we knew very little about our new and larger constituency, and 2) we knew less about the appropriateness of the General Education curricula introduced during the period of change.

In 1975, we instituted a participant/observer project that enabled us to redefine our problem under two related rubrics: 1) as our entering students have been alienated from learning, they develop a false sense of ownership of their education in a consuming focus on their majors; and 2) the damage of this focus is reinforced by a fragmented General Education curriculum that does not prepare students to achieve the meaningful academic identity they seek.

Under Fund support since 1977, we have used a Freshman Seminar Program as a teaching/research vehicle to explore the effectiveness of five distinct modes of General Education developed in response to the needs of entering learners at 4-year public colleges. In each project year, 1/3rd of our freshmen take two or more courses in the program. Regardless of mode each class initially emphasizes the sense of academic community, and produces a written curriculum based on a proposal by the instructor. Each mode is also designed for beneficial effects such as fluency in the use of learning resources, capacity for self-selection of educational goals and procedures, adaptability to a variety of learning situations, etc.

In each project year comparisons have been made between students who took the special curriculum and those who did not. We are refining, weeding out, and augmenting our five course modalities, and diffusing our discoveries through the main portion of the General Education curriculum so that, in this final project year, the process of institutional change will become evident. In cooperation with existing national efforts in assessment, we have been contributing to the redefinition of effective General Education.

Project Directors:

Clifford Adelman, Associate Dean (on leave)
Prof. George Mandeville
Office of Academic Development & Research
The William Paterson College of New Jersey
Wayne, NJ 07470
(201) 595-2565

Wisconsin Foundation
Madison, Wisconsin

The 16 District Wisconsin VTAE system has been changing its method of instruction to an individualized competency based (CBI) format for a number of years. The most difficult and costly problem in implementing a CBI system is obtaining quality audio-visual software. This project establishes an A-V materials production consortium which encourages joint production efforts, reduces costly duplication and substantially increases production quality.

The consortium is established through a formal inter-agency agreement between the majority of Wisconsin VTAE districts and the Wisconsin Board of Vocational, Technical, and Adult Education. The consortium provides an organizational structure through which the VTAE Districts jointly identify, plan, and produce mutually needed competency-based audio visual materials. This is the first year of a 3-year project.

The consortium hopes to 1) Reduce duplicate production of high demand A-V materials resulting in a substantial savings of direct dollar expenditures for A-V production; 2) allow for informational refinement, visual sophistication, and dramatic enhancement which individual districts cannot now afford: 3) increase the quality of the A-V materials produced to the point that they can be copyrighted and marketed nationally; 4) attract production funds from external sources such as publishing firms, media distributors, and corporations; and 5) demonstrate that a cooperative production effort is the most cost-effective way to produce high demand A-V materials needed by multiple districts.

Project Director:

Lauren Brumm, Grants Officer
Wisconsin Bd. of Voc. Tech. & Adult Educ.
4802 Sheboygan Ave. 7th Floor
Madison, WI 53702
(608) 266-2318

WNET/13
New York, New York

Many people past the traditional college age want to start or renew a college education. But many obstacles stand in the way: too little time, too little money, too many responsibilities at home and at work, and college programs that are often too rigid, inconvenient or inappropriate.

WNET/Thirteen and The City College of New York (in the first year of a 2-year grant) are developing a model partnership to use the resources of both institutions to help the adult student begin a program of formal higher education. The principal task will be the design, development, and offering of an introductory social science course on the American City. The course will use relevant films and T.V. programs as well as primary source materials, and will be designed for the "distance learner." A group of representative adult students from CCNY will participate in its development by working through a draft version of the course with the academic and television course team before it is put in its final form and offered publicly. The T.V. medium will provide more convenient instruction and also present new kinds of evidence. The course will introduce students to the basic concerns and methods of the social sciences, while being especially appropriate for the working adults in urban America.

A major goal of the project is to see how best a college and a T.V. station can use their resources to serve educational needs that neither alone could serve. Such an effective relationship remains an elusive goal of mass media in higher education.

The course will assist both institutions in serving some of the educational needs of a growing but neglected constituency of working adults. The College will use it as part of its lower-division program offered to Federal employees at the Federal Building in lower Manhattan, where students have a specially designed range of support and instructional services available at their workplace. WNET/Thirteen will develop the course as part of its Adult Open Learning Program, a consortium of colleges in New York and New Jersey.

Project Directors:

Timothy Gunn
WNET/Thirteen
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New York, NY 10019
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Stephen Leberstein
City College of New York
138 St. and Convent Ave.
New York, NY 10031
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Women's Community, Inc.
Los Angeles, California

Images and words that reflect the authentic and varied life experiences of women are seldom valued or visible in the public sector, thus women's connection to the dominant culture is undermined. Lacking the graphic skills valued by that culture limits women's access to professional work, and the skills developed within their subculture are rendered unavailable to society at large. The Women's Graphic Center, housed within the Women's Building--and founded simultaneously with it in 1973--is a vital part of this alternative, nonprofit educational facility. Its classes, presses, galleries, and outreach network provide a uniquely supportive community in which women can discover, explore, and communicate their experience.

For 5 years, the Graphic Center has been the site of women designing and printing books, posters, and postcards. By encouraging women to maintain their ethnic and sexual identity in their graphic work, the personal connection is made, creating a bridge between private experience and the public world. Writing, design, and printing are taught by professional women, providing a necessary link to job-related information.

Our goal in this, the first year of a 2-year grant, is to extend this effective educational opportunity and diversify the communications materials available to the public. We also intend to provide more minority and midlife career-change women with access to graphic skills.

We will counsel and select 30 full-time participants as well as enrolling approximately 50 women in part-time skills classes--including a 50 percent parity of minority women the first year. We will thereby expand the network of professional women available to teach, give lectures, and hold exhibitions of their work at the Woman's Building galleries. By producing printed materials evaluating this project, we will provide curriculum recommendations for replication elsewhere.

Project Director:

Sheila Levrant de Bretteville
Women's Graphic Center
Woman's Building
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Los Angeles, CA 90012
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(213) 221-6161

Women's Enterprises of Boston
Boston, Massachusetts

As the number of women entering the job market soars, it is even more disheartening to know that a woman's average full-time salary remains at 59 percent of her male counterpart's. This is primarily true because most women still work in traditional jobs of teachers, typists, and waitresses; positions that pose serious financial and advancement limitations.

In contrast, the current labor market shows lucrative and expanding cooportunities in technology. Employers actively seek skilled workers in electronics, computer science, mechanics, and drafting. Women are conspicuously underrepresented in these and many other technical fields. They are also severely underrepresented in the training that would insure entrance into these careers.

Women's Enterprises is a non-profit corporation specializing in skilled and technical work for women. Now in the second year of a 3-year grant, Women's Enterprises is improving access and support systems for Boston area women entering technical training. Project ACT serves adult women who are unemployed or underemployed in low-paying, dead-ended jobs and offers the information, vocational counseling, role models, and support necessary to make an informed career choice. In three sequential phases, women explore training options and financial aid, assess their work skills, and receive math assistance.

As an ongoing mechanism for industry-education cooperation, ACT convenes a postsecondary school Consortium of 16 members and has close dialogue with 12 area employers. Staff work with individual members and with Consortium subcommittees to plan and implement more effective training and support.

Expected outcomes include: dissemination of career services to 450 women; production of an educational slide show and promotional literature; refinement of a replicable counseling model; and postsecondary adaptation of sex-fair outreach strategies. Approximately 45 women will pursue technical training as a result of Project ACT.

Project Director:

Cynthia Buzzetta
Project ACT: Access to Careers in Technology
Women's Enterprises of Boston
739 Boylston Street
Boston, MA 02116
(617) 266-2243

WEAL
Washington, D.C.

Women still lack equal access to the educational lessons of postsecondary physical education and athletics because of institutional policies. Women students also lack information, strategies, referrals, and support needed to secure their legal right to these components of education. WEAL Fund's SPRINT Project is a national clearinghouse of information that enables students and their supporters to open the doors to the gymnasium and the gates to the playing field to women.

WEAL Fund, a nonprofit organization founded in 1972 to secure and defend legal rights for women, has been a leader in national efforts to end discrimination against women and girls in education. WEAL Fund has earned a reputation for vigorous pursuit of educational equity on all levels, and in particular, in postsecondary education.

The SPRINT Project will provide information, diagnosis, strategy, networking, referral, and support to women students, their campus media and their other supporters, so that students can use the democratic process at their own institutions to gain their legal right to full participation in physical education and athletics. SPRINT's experienced, committed staff will: 1) publish a free newsletter reporting trends and on-campus situations coast-to-coast; 2) distribute a brochure/poster featuring SPRINT's toll-free hotline number; and 3) employ a well-developed system for responding to requests for information. SPRINT's resources include an in-depth, up-to-date library on sex equity, physical education and athletics, kept current by staff, and a national network.

By its special emphasis on outreach and service to students and others at postsecondary institutions, SPRINT will enable women students and their supporters to bring about change at their schools. Colleges and universities in many parts of the country will bcome more responsive to the physical education and athletic needs of women students on their campuses. This is the first year of a 2-year grant.

Project Director:

Marguerite Beck-Rex
WEAL Fund
805 15th Street NW
Washington, DC 20005
(202) 638-1961

Worcester Consortium for Higher Education
Worcester, Massachusetts

Scarce resources, higher operating costs, and a shrinking pool of college age persons heighten the tension between the public and private sectors of higher education. In order to lessen the tension productively, we plan to create a joint public/private graduate degree program in health care administration as a pilot demonstration. If successful, we hope to show how public and private institutions can combine resources in a high visibility, high demand program. A new medical center will be the magnet for our activities.

The Consortium consists of 10 colleges (three public and seven private): Anna Maria College, Assumption College, Becker Junior College, Central New England College, Clark University, Holy Cross College, Quinsigamond Community College, University of Massachusetts Medical Center, Worcester Polytechnic Institute, Worcester State College, plus 10 quasi-educational associates.

In the first year of a 3-year grant, we plan to organize the program's governing structure and curriculum and to initiate the process for formal joint degree approval with faculty, trustees, and Massachusetts degree-granting authorities. We aim to admit students by Fall 1980.

The University of Massachusetts Medical Center has a charge to develop a allied health science capability, but not alone. The Center is committed to using private Consortium colleges, as well as other outside resources, in this development. In order not to glut the market with health care administrators, the program will be limited to current health professionals who require administrative education to perform better and to accept greater responsibilities.

The product, a joint degree program, will coincide with the reorganization of public higher education in Massachusetts. The relevant organizations, public and private, will be working with us to determine how such programs can fit in the reorganization. Other states, facing a public/private struggle might adopt the Massachusetts model.

Project Director:

Lawrence E. Fox
Worcester Consortium for
Higher Education, Inc.
55 Lake Avenue, North
Worcester, MA 01605
(617) 754-6829

Worcester Polytechnic Institute
Worcester, Massachusetts

Worcester Polytechnic Institute (WPI) is a college which provides undergraduate education primarily in the area of engineering and science. To satisfy one of four degree requirements, WPI students must complete a project which focuses on and explores some aspect of the interaction between technology and society. This project is known as the Interactive Qualifying Project (IQP). Many of these projects deal with problems suggested by community agencies. The Fund project is supporting the development of means to more closely link the college with community agencies, and thereby to further develop the process of relating educational preparation to community problems and resources. The project is now in the second year of a 2-year grant.

The objectives and activities of the program are: 1) To develop a number of off-campus agency project centers at which students may carry out IPQ's; 2) To develop a college-to-agency linkage by the placement of a faculty member in an agency/project center for a period of work-centered orientation; 3) To develop an agency-to-college linkage by the hiring of professionals from the respective agencies as part-time adjunct professors; 4) To enhance the quality of student and faculty experiences at the project centers through carefully conceived, on-campus preparation activities; 5) To develop materials and activities and to prepare and orient students selecting a particular project center; 6) To make available to the participating community agencies the resource base of the college and the cooperative efforts of its faculty and students; and 7) To document and disseminate the results of the program and thereby to encourage similar efforts by other colleagues.

The project will strengthen the IQP concept and its further implementation not only in terms of wider exposure to social agencies but also through an increased sensitivity to social problems and to professional and social accountability.

Project Director:

James S. Demetry
Division of Interdisciplinary Affairs
Worcester Polytechnic Institute
Worcester, MA 01609
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York College-CUNY
Jamaica, New York

Advances are being made in some college programs for teaching writing to nontraditional students, many of whom are members of minority groups with writing problems caused by nonstandard speech interference. But few other settings have had the opportunity to benefit from these advances, even though there are many minority-group learners outside college who need improved writing skills.

The COMP-LAB Project at York College, a successful and innovative college basic writing program, was developed and evaluated under prior grants from the Fund and from the Exxon Education Foundation (1977-79). This course integrates classroom instruction in composing with self-teaching laboratory work on written correctness. Its developers are now investigating the feasibility of the lab approach for learners with basic writing problems in three non-college settings: social agencies, high schools, and business.

Mary Epes, in collaboration with the staff education department at the Bronx Psychiatric Center, is designing a model of the COMP-LAB course to improve on-the-job writing skills of therapy aides, nurses, and other hospital and agency employees. Carolyn Kirkpatrick is working with English departments in two New York City high schools, Charles Evans Hughes and August Martin, to meet the severe writing needs of their students. Michael Southwell is developing a writing training program for customer representatives at Consolidated Edison Company of New York. During the first year of funding, pilot programs are being planned, implemented, and revised; in the second year, they will be evaluated and further revised as necessary. If all goes well, they will then be instituted on an ongoing basis.

If successful, the project will result in programs that may be useful in still other settings, and it will produce information about learners <u>outside</u> the college setting that may be of value to those who teach writing <u>in</u> college.

Project Director:

Mary Epes
Department of English
York College, CUNY
Jamaica, NY 11451
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SPECIAL FOCUS PROGRAM

Large numbers of adults turning or returning to postsecondary education have highlighted needs which differ in significant ways from those of the traditional college students. For example, adults need alternatives to attending classes during the day at inconvenient locations; counseling services appropriate for 18-year-olds usually do not address the needs of adults who have already established themselves as productive members of society; adults frequently have competence in their own areas of expertise and this competence needs to be recognized by the institution.

More institutions now are or soon will be seeking to increase the number and range of adults in their programs. Yet these adults will be better served if the practices of early successful efforts are incorporated or improved upon in the new and developing programs. It has not always been easy to move a solution from its place of origin and apply it to a similar problem in another setting.

Through its Special Focus Program, "Adapting Improvements: Better Strategies for Educating Adults", the Fund has sought to identify successful practices for educating adults (e.g., those beyond the 18-to 22-year-old age group), and to get these practices into wider use. As an agency interested in keeping down costs, we hope to become more active in this area. By encouraging the adaptation and dissemination of successful programs the Fund expects that potential adaptors will benefit from the experience and expertise of their colleagues, and thus avoid some of the pitfalls and costs usually involved in implementing new programs.

The Fund has selected 13 institutions from a pool of 425 applicants to participate in this program. They work independently, but we hope to involve them in some informal networking and information sharing.

It is expected that the Special Focus Program will lead to an increased understanding of dissemination and adaptation for both the Fund and the field.

Brief descriptions of each of the Special Focus projects follow. These projects represent a broad range of improvement techniques for teaching adults and they employ a variety of innovative dissemination strategies. Selection was based on the effectiveness of the existing program and the appropriateness of the dissemination or adaptation strategy.

University of Chicago, Chicago, Illinois

The University of Chicago has identified four exemplary and quite different ways to be more public and specific about learning outcomes of individualized, independent study. A sequence of workshops for 10 to 15 educational institutions interested in reevaluating their practices will examine the four models and the competencies needed to accomplish such reform and to operate such programs.

Each of the participating programs will therefore be designing its own, unique outcome-based strategy, derived from but not copying the experience of others.

Project Director:

Carol G. Schneider
5524 Cornell Avenue
Chicago, IL 60637
(312) 753-2053

College of New Rochelle New Rochelle, New York

The School of New Resources was designed to assist adults pursuing B.A. degrees to achieve their educational objectives. Students entering this program are provided with two seminars which are intended to help them change their attitudes about themselves, their attitudes toward work and education, and their study habits. After 7 years of experience in working with such students, the School of New Resources will provide technical assistance to 16 colleges throughout the nation who are seeking to use this approach with their own adult students.

Project Director:

Sister Ruth Dowd
School of New Resources
College of New Rochelle
New Rochelle, NY 10801
(914) 235-3066

Corrections Clearinghouse
Olympia, Washington

Corrections Clearinghouse has developed a 4- to 6-week course to assist adults to make decisions about vocational/educational options. The program is designed to meet the needs of adults who have been out of the labor market for a considerable period of time and who typically experience great difficulty in making the adjustment to the world of work. The staff of the Clearinghouse will be providing technical assistance to programs which work with ex-offenders, outpatients from mental health facilities, high school dropouts, and other hard-to-employ adults in an effort to disseminate the Career Awareness Program (CAP) nationally.

Project Director:

Merritt D. Long
Employment Security Department
Corrections Clearinghouse
Building 17, Airdustrial Park
Olympia, WA 98504
(206) 753-1362

Greenville Technical College
Greenville, South Carolina

The College, the Greenville County Library and the South Carolina Commission for the Blind are collaborating to establish "Home College", patterned after the West Virginia Wesleyan model. The coalition will also work with the other members of the "radio cluster" of Special Focus projects.

The program will address the special educational needs of the state's 3,000 legally blind citizens, and will transmit needed courses (credit or non-credit) through the Commission's existing statewide "Educational Radio for the Blind" network.

Simultaneously, "Home College" will develop a system for circulating these courses to adults in the form of audio cassettes. This system will be highly decentralized, and will incorporate branch locations of the Library.

The Program will build on the Wesleyan model and on existing strengths in the state.

Project Director:

Dennis Moore
Director, Community Campus
Greenville Technical College
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Greenville, SC 29606
(803) 242-3170 Ext. 264

National Public Radio
Washington, D.C.

The National Public Radio will disseminate the West Virginia Wesleyan College instructional radio program to three locations. They eventually hope to create a national satellite instructional radio network. As part of the Radio Cluster, National Public Radio will share ideas and strategies with Greenville Technical College and the City University of New York at Queensborough.

Project Director:

Brian Brightley
National Public Radio
2025 M Street, N.W.
Washington, D. C. 20036
(202) 785-6477

New England College
Henniker, New Hampshire

New England College will disseminate its highly successful PIONEERS program to five other institutions. PIONEERS is an educational program for senior citizens which involves them in mini-courses and extracurricular activities with undergraduates. The schools selected represent a cross-section of institutional types - from community colleges to private universities. At some institutions, the elderly will live in the dormitories, while others will have them participate in clubs. Each institution will receive technical assistance and information from a core staff at NEC.

Project Director:

James Verschueren
New England College
Henniker, NH 03242
(603) 428-2252

University of Pennsylvania (HERS Mid-Atlantic) Philadelphia, Pennsylvania

The University of Pennsylvania, in collaboration with HERS Mid-Atlantic, will adapt their own pre-conference seminar on women-in-management so that it can be offered on individual campuses with an emphasis on the particular problems at each place. The seminar uses the case study method of instruction and will be followed by a Clinic on Leadership and Management 1 month later. Faculty, administrators, and secretaries will be involved. Informal support groups will be established through a series of lunch-time workshops which provide the participants with an opportunity to discuss problems, exchange ideas and build their own networks.

Project Director:

Cynthia Secor
HERS Mid-Atlantic
University of Pennsylvania
3601 Locust Walk/C8
Philadelphia, PA 19104
(215) 243-5426

Queensborough-CUNY Bayside, New York

Queensborough Community College, the inventor of a telephone conferencing instructional system for homebound students, will share its knowledge and expertise with other institutions interested in implementing similar programs. Courses are offered in liberal arts, career education, and general education. Dissemination will be accomplished via conferences, on-site consultations, a procedural manual, and demonstrations of the program. As part of the "Radio Cluster", the project will share dissemination ideas with National Public Radio and Greenville Technical College.

Project Director:

Fred M. Rosenfeld
Assistant to the Dean
Division of Evening Studies, Summer Session and Continuing Education
56 Avenue and Springfield Boulevard
Bayside, NY 11364
(212) 631-6341

Ramapo College Mahwah, New Jersey

Over the last several years Hofstra University and District 65 of the Distributive Workers of America have created a field-based social science bachelor's degree program for union members.

Ramapo will build on this model to offer a similar program to District 65 members in New Jersey, and will seek to make the program available to members of certain other unions as well. The program will make education more accessible through its location in union facilities, use of union-negotiated educational benefits, appropriate scheduling and daycare, and a labor studies curriculum of interest and use to union members.

Project Director:

Ruth P. Mathews
Assistant Professor of Labor Studies
Ramapo College
505 Ramapo Valley Road
Mahwah, NJ 07430
(201) 825-2800 Ext. 456

University of Rhode Island Providence, Rhode Island

The University of Rhode Island will adapt several models of adult counseling services. They will retrain the professional staff of the current counseling services at URI, Rhode Island Junior College and Rhode Island College to be more sensitive to the needs of adult learners. Workshops will be the major method of retraining.

Project Director:

Richard Katzoff
Assistant to the President
University of Rhode Island
Kingston, RI 02881
(401) 792-2444

University of Tennessee, Knoxville, Tennessee

One out of every five adults in the United States is reading below a fifth grade level, and evidence suggests that the rate of functional illiteracy in Tennessee is at least 20 percent. The University of Tennessee, through its Adult Reading Academy Program (UT-ARAP), will assist two programs in that state to serve the needs of adults with severe reading deficiencies. The programs which are housed in a community college (Motlow State) and a newly created unit of a community agency (Bradley-Cleveland Community Services Agency) will provide reading instruction to hundreds of adults in their communities.

Project Director:

Kathy Aycock
Director of Adult Reading Program
405 Alumni Hall
Knoxville, TN 37916
(615) 974-6802

Washington School of Psychiatry Washington, D.C.

The Washington School of Psychiatry will disseminate the principles and practices of math anxiety clinics through a combination of materials and demonstrations. A directory of math anxiety programs nationwide will be a resource for interested adaptors who can then contact local experts and practitioners to obtain technical assistance, advice or services, as needed. For counselors, a kit including information about the implementation and operation of a math anxiety clinic, instruments for assessing and overcoming math anxiety, suggestions for classes and counseling sessions will be prepared by experts in counseling and mathematics instruction. A self-help kit for adult learners will contain exercises to determine the extent of his or her math anxiety and ways of overcoming it. Demonstrations of the materials will be done on a fee for services basis.

Project Director:

Sheila Tobias
Washington School of Psychiatry
1610 New Hampshire Avenue, N.W.
Washington, D. C. 20009
(202) 667-3008 or 333-6885

Wesleyan University Middletown, Connecticut

The Consortium of Graduate Liberal Studies, headquartered at Wesleyan, is creating a summer institute for universities interested in starting graduate liberal studies programs. Such programs usually feature interdisciplinary work at the master's level and attract clients such as teachers and other working professionals.

The Consortium is also preparing a manual describing how various universities have dealt with typical problems in starting such programs: curriculum, organizational siting, publicity, and the like. By using a variety of models, the Consortium hopes to support new schools in the creation of their own, unique programs that build on the experience of other universities.

Project Director:

James L. Steffensen, Jr.
Coordinator, GLS Consortium
Graduate Summer School
Wesleyan University
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NATIONAL PROJECT IV

The changing context for postsecondary education in the 1970's has resulted in new needs and demands from a changed student population: Today, most college students are over 22-years-old; approximately one-fifth are minorities; an increasing number work and have families; over 50 percent are women; and growing numbers adhere to personally devised academic calendars, as opposed to the traditional 4-year schedule. The advent of these new student groups has been accompanied by a growing criticism that traditional forms of liberal education have been reserved for a privileged social sector and have reflected only the dominant culture. Other criticisms of the traditional curriculum have included comments about: its faltering intellectual rigor, its seeming failure to prepare students for adult life, and its inflexibility in adjusting to the needs of working adult students.

In response to the growing criticism, liberal education programs are emerging in new forms with both modified and traditional aims. National Project IV was designed with the understanding that numerous institutions are developing new liberal education programs or modifying existing ones in order to offer more effective learning opportunities to an expanded student population. The purpose of this project, therefore, is to identify, document and examine 14 of the most promising existing programs in liberal education. With the collaboration of the 14 selected Associate Institutions, the Resource Institution, and an Advisory Panel, National Project IV will examine the major concepts of liberal education today, strive to identify a common language for the discussion of liberal education, encourage clarification of the outcomes of liberal education, and describe the diversity of curricular and instructional forms which enhance learners' educational opportunities. The 14 Associates -- described as "...the most diverse group of liberal learning programs ever brought together for common purposes ..." -- represent a broad range of characteristics and offerings including: 1) diversity in instructional/curricular formats (e.g., individualized, problem-focused, integrated core), 2) diversity in population interest groups (e.g., feminists, older citizens, union members), 3) diversity in students served (e.g., traditional residential, urban commuting, rural, minority, returning adults, older, and part-time students), 4) diversity of institutional setting (e.g., public and private universities, private liberal arts colleges, public and private 4-year colleges, community colleges), 5) diversity in topical focus (e.g., basic skills, living skills, intellectual skills, occupationally-oriented skills).

During the 17-month period, collaboration among the 14 Associates and the Resource Institution will involve several scheduled meetings, site visits, and additional contacts as each Associate implements an examination plan to determine its program's effects on students. The efforts of the project will culminate in a final report and a national conference to disseminate the Associate Institutions' findings. In addition, findings will be reported at appropriate educational conferences. Anticipated outcomes of the project include: understanding different models of liberal education, identifying assessment strategies for evaluating the components and outcomes of liberal education, sharing resources and philosophies among Associates, improving individual liberal education programs, and disseminating the results of the project.

University of Michigan, (Resource Institution) Ann Arbor, MIchigan

Serving as the Resource Institution for National Project IV, the University of Michigan's Center for the Study of Higher Education will provide coordination, support, and guidance to Associate institutions by: 1) organizing meetings of the Associates, 2) encouraging collaboration, 3) assisting Associates in the implementation of their examination plans, and 4) disseminating findings through publications and conferences.

Project Director:

Zelda F. Gamson
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of Higher Education
2007 School of Education Building
University of Michigan
Ann Arbor, MI 48109
(313) 763-5951

The following are abstracts of program and assessment descriptions submitted by the Associate Institutions:

Brooklyn College-CUNY
Brooklyn, New York

Brooklyn College's New School of Liberal Arts strives to integrate disparate disciplines into meaningful instructional combinations by a systematic study of five historical periods viewed from four disciplinary perspectives (courses): arts, literature, sciences, and social institutions. Simultaneously, the basic skills of writing and critical thinking are stressed, and interactive instructional modes are encouraged. N.S.L.A. intends to conduct follow-up studies and a formative evaluation of the program. Specific assessment methods will include: entrance tests, competency tests, longitudinal analysis of student evaluations of faculty, courses, and program; student and faculty interviews; and peer faculty evaluations.

Project Directors:

Nancy Black, Kenneth Hey,
Arthur Margon
Assistant Professors
New School of Liberal Arts
Brooklyn College
Bedford Avenue and Avenue H
Brooklyn, NY 11215
(212) 780-5013

Hampshire College
Amherst, Massachusetts

Hampshire College will examine its learner-centered educational program from the narrower perspective of an exemplary college component -- the program in natural science -- as well as, from the broader perspective, the role played by the Five Colleges, Inc., consortium in the maintenance of the learner-centered programs. The Hampshire program stresses development of the learning process rather than mastery of a specific body of knowledge and urges practicing the discipline, learning it in its working rather than its ideal form. Methods of evaluation will include: comparative student-group studies, tracing development of student curriculum structures through divisions, and student project reviews.

Project Directors:

Arthur Westing, Dean, School of Nat. Science
Robert Von Der Lippe, Professor of Sociology
Hampshire College
Amherst, MA 01002
(413) 549-4600

Hofstra University
Hempstead, New York

The major aim of Hofstra's program is worker education, a combination of the liberal arts with leadership training, which seeks from the liberal arts the critical capacities, skills, cometencies and values that make workers more effective leaders and administrators of trade unions, and community-based or public institutions. The program integrates trade union activities with the curriculum. Assessment activities will include: student evaluations of faculty and courses, student performance evaluations via standard grading and monitoring of field experiences, the use of student questionnaires, and student follow-up.

Project Director:

Bertram Silverman
Director
Labor Institute of Applied Social Science
Hofstra University
Hempstead, NY 11550
(516) 560-3472

University of Nebraska-Lincoln,
Lincoln, Nebraska

The University Studies program, a part of the College of Arts and Sciences, offers an individualized course of study toward a bachelor's degree for traditional, older, and part-time students. Emphasizing depth of learning in areas of personal interest, as well as breadth of knowledge, the program combines a multidisciplinary approach with internships, community-campus links for advising purposes, and senior projects. The focus of the project's evaluation will be made to improve the program, the project will implement a program of self-study, a program review by other university faculty, students and alumni, and an alumni survey. To assess outcomes of a liberal education the project will use the College Outcomes Measures Project (COMP) from ACT and Harvard's Value Added II (if available).

Project Director:

Leslie Duly
Professor of History and Director of
University Studies
College of Arts and Sciences
University of Nebraska-Lincoln
1223 Oldfather Hall
Lincoln, NE 68588
(402) 472-2891

New York City Community College-CUNY Brooklyn, New York

The Institute of Study for Older Adults, established as part of the New York City Community College's Division of Continuing Education, extends educational opportunities to older adults of various racial, ethnic, economic, and educational backgrounds. In cooperation with senior centers, homes and hospitals for the aging, and other social agencies for the aged, the Institute offers liberal education courses which develop awareness and confidence, encourage community participation, and expand students' knowledge of the surrounding world. Topics which will be examined during the project period include: student involvement, student outcomes of the liberal education program, student attitudes, and the applicability of the program's outreach organization and delivery system to other liberal education programs.

Project Director:

Maria Bergio, Director
Institute of Study for Older Adults
Division of Continuing Education
New York City Community College
300 Jay Street
Brooklyn, NY 11201
(212) 643-8150

Northern Virginia Community College-Manassas Campus Manassas, Virginia

Northern Virginia Community College has developed Project INTERTWINE, a program which offers a team-teaching approach in developmental classes. Bringing liberal education faculty together with counselors who have skills in personal and career development, the program gives students training in reasoning skills and values clarification, and, in more personal skills such as time management and self-responsibility. Project INTERTWINE will be examined from the bases of course content, student response to classes, and retention rate, and it will be compared with traditional approaches to liberal education.

Project Director:

Wilfred Howsman
Provost
Northern Virginia Community College
Manassas Campus
6901 Sudley Road
Manassas, VA 22110
(703) 368-0184

Northwestern University Evanston, Illinois

Northwestern's Program on Women focuses on an interdisciplinary, community/classroom integrative approach and has a four-part purpose: 1) to identify and remedy skill deficiencies of students, 2) to investigate emerging concerns of women, 3) to examine the values and social attitudes of participants, and 4) to increase communication between the university and the community. Student progress and development will be measured on the bases of attitudes and behavior, viewed from both quantitative and qualitative perspectives. A meta-evaluation will also be conducted to review the benefits and pitfalls of the two evaluation perspectives.

Project Director:

Bari Watkins
Assistant Director, Program on Women
College of Arts and Sciences
Northwestern University
1902 Sheridan Road
Evanston, IL 60201
(312) 492-7360

University of Oklahoma, Norman, Oklahoma

The University of Oklahoma's College of Liberal Studies provides interdisciplinary studies in liberal education for working adults who are seeking baccalaureate or master's degrees. The instructional program emphasizes flexibility and accommodates individual needs and learning styles. The project plans to examine individual differences in learning outcomes, cognitive styles and generic competencies, as well as to develop and further improve the program's curriculum. Standardized tests, including the College Outcomes Measures Project (COMP) of ACT and the Group Embedded Figures Test (GEFT), will be used in the evaluation.

Project Director:

Elizabeth A. Bertinot
Program Development Specialist
College of Liberal Studies
University of Oklahoma
1700 Asp Avenue, Suite 226
Norman, OK 73037
(405) 325-1061

Radcliffe College
Cambridge, Massachusetts

The Office of Institutional Policy Research on Women's Education will examine the effects of a number of innovative approaches for providing lifelong liberal learning opportunities for women and men. The project focuses on a review of the Radcliffe Seminars offered to adult, post-baccalaureate women; the Mary I. Bunting Institute which provides research fellowships for women scholars; the Radcliffe Alumni Career and Radcliffe Forum which sponsors lectures, panel series and other activities of special interest to women; the Schlesinger Library on the History of Women in America; and the Radcliffe Data Resource and Research Center, a repository for social science data on women. The evaluation will primarily use demographic, attitudinal, and life situation data to determine the impact of these programs on participants.

Project Director:

Susan Bailey
Director, Office of Institutional
Policy Research
Radcliffe College
10 Garden Street
Cambridge, MA 02138
(617) 495-8625

Saint Joseph's College
Rensselaer, Indiana

Saint Joseph's liberal education program presents an ever-widening picture of the self in relation to the world. The program emphasizes the development of cognitive and communication skills, a community of seekers of truth, an awareness of the real, integrative skills, a commitment to values, and a witnessing to specific Christian values. Evaluation has consisted of measurement of personality trait development, cognitive moral development, and values development. The overall approach to evaluation will be illuminative or holistic and will be conducted in two major steps: 1) data collection and general focusing and 2) synthesis and interpretation.

Project Director:

John P. Nichols
Core Curriculum Coordinator
Saint Joseph's College
Box 942
Rensselaer, IN 74978
(219) 866-7111

SUNY-College at Old Westbury
Old Westbury, New York

The State University of New York-College at Old Westbury offers an African-American Music Program. The pedagogy of the program is based on the presumption that improvisation releases creativity in people with varying talents and experiences, and that the African-American tradition is an effective vehicle for interdisciplinary education. The project's purposes are: to assess the program's impact on participants, to survey graduates for their views of the program, to offer classes to music teachers for external evaluation, and to seek music critics' and producers' evaluation of senior recitals. The project will also develop a teaching guide documenting the program's methodology.

Project Director:

Charlotte Lawrence
Assistant Professor of Humanities
State University of New York -
College at Old Westbury
P. O. Box 210
Old Westbury, NY 11568
(516) 876-3135

SUNY-Stony Brook
Stony Brook, New York

The Federated Learning Communities at SUNY-Stony Brook are a structural integration of the disciplines into thematically coherent sequences. Integrative structural devices include: a meta-seminar, master learners, a core course for exploring disciplinary interrelationships, and an interdisciplinary student project. In general, assessment has included evaluation of teaching effectiveness, program monitoring, and student impact studies. Evaluation approaches have included illuminative processes, interviews, pre- and post-testings, and a variety of comparative studies.

Project Director:

Patrick J. Hill
Associate Professor of Philosophy and
Director, Federated Learning Communities
State University of New York
Stony Brook, NY 11794
(516) 246-8611

Talladega College
Talladega, Alabama

Talladega College's liberal education program stresses preprofessional development to ease students' entry into professional/graduate training. Both in course sequences and in extracurricular and residential activities, emphasis is placed on cogniti[ve] and affective devel[opment] and a strong commitment is made to pr[omote] [up]ward social and economic mobility to [bet]ter-prepared students of low socio-economic standing. Talladega College's program seeks to identify change in student values on the basis of theoretical, aesthetic, economic, political, social, and religions criteria. A student's progress is evaluated by his/her performance on specified (standardized) measurement scales. Furthermore, Talladega College seeks to evaluate the impact of those aspects of a liberal education which are part of the activities through which a student must pass but which are not specified courses or curricular activities.

Project Director:

Roland Braithwaite
Dean of the College
Talladega College
627 West Battle Street
Talladega, AL 35160
(205) 362-3240

Vermont State Colleges
Montpelier, Vermont

The Office of External Programs of the Vermont State Colleges offers an upper-division external degree program to provide educational access to off-campus adults seeking individualized instruction. Although the program's content is traditional, its process is different, in that it encourages students' assessment of past learning, self-designed degree plans and learning contracts, and use of mentors as educational guides and community resource people as evaluators. The project will use an adaptation of the Perry Scheme to describe adult student development and the factors contributing to development. Data-gathering instruments will include the Perry Written Protocol (KNEWI), Structured Interview, the Nowicki-Strickland Adult Internal-External Locus of Control Instrument, and the Educational Outcomes Questionnaire.

Project Director:

Laurent Daloz, Office of External Programs
Vermont State Colleges
P. O. Box 296
Montpelier, VT 05602
(802) 828-2401

HEW/DOL PROGRAM

Helping youth -- particularly those who are disadvantaged -- to move from high school or unemployment to jobs and productive career patterns continues to be one of our nation's most persistent, unsolved problems. Education alone cannot hope to solve this problem of youth unemployment; its causes and dimensions are profound and wide-ranging. But part of the solution does lie within the domain of education: the development and implementation of more effective approaches and services than are currently being provided to unemployed youth. In order to respond effectively to this need, then, both the realities of youth unemployment and the inadequacy of current educational services provided to this clientele must be addressed.

The projects described below resulted from an interagency agreement between the Department of Labor (DOL) and the Department of Health, Education, and Welfare (HEW). Specifically, $1 million of discretionary monies from DOL's Office of Youth Programs have been transferred to the Fund to apply the resources of post-secondary institutions and agencies to meet the pressing needs of economically disadvantaged youth.

The intent of DOL's Office of Youth Programs to foster new youth programs, and the mission of the Fund to improve postsecondary education provide a unique opportunity for an interagency collaboration.

Through its "Unemployed Youth: A Postsecondary Response" Program, the Fund sought proposals from a variety of applicants: 2- and 4-year public and private colleges, vocational and proprietary schools, community and other nonprofit agencies. Since the Fund was able to fund only a limited number of projects, it is our intention to use all aspects of the program activity itself to learn about the potential role of postsecondary agencies in serving youth.

These funded projects, in contrast to traditional CETA youth activities, linked colleges and universities with Prime Sponsors in designing quality programs in basic skills, generic skills, academic areas and job training for persons 16- to 21-years-old.

The Fund selected 20 projects from a pool of 232. Of the 20 projects, awards went to 10 4-year colleges and universities, to six community colleges and to four community based organizations including an urban municipal agency. Even though these 20 projects will be primarily working independently, it is our intention to involve them in some informal information sharing and networking. This

will be done with the assistance of an Advisory Panel that has been developed to provide technical assistance to the individual projects.

At the end of the 16 months, it is expected that these 20 projects will increase the educational and career opportunities for economically disadvantaged youth and that post-secondary institutions will fully realize their potential as service deliverers for this group.

Following is a brief description of each of the 20 projects funded. These projects represent a broad range of urban and rural projects, higher educational institutions and community based organizations and serve a cross section of ethnic groups.

University of Arizona
Tucson, Arizona

The University of Arizona plans to direct and coordinate the statewide dissemination of a project involving the linkage of CETA, prime sponsors, high school districts, and community colleges to assist handicapped CETA-eligible clients to obtain and retain unsubsidized permanent employment. The project involves the use of regional dissemination and training sessions to train selected individuals in high school districts and community colleges to coordinate and instruct the program and curriculum to selected handicapped students.

Project Director:

Julie Schwartz
Department of Business and Career Education
Box 507, College of Education
Tucson, AZ 85721

Auburn University at Montgomery
Montgomery, Alabama

Fifty unemployed CETA youth school completers, ages 16-21, will receive 12 months of instruction in communications, skills, math, and work experience through an Opportunity College. Opportunity College provides a program of instruction, guidance, work, and financial support that will enable students to pursue an area of collegiate study that culminates in a baccalaureate degree.

Project Director:

Dr. Joe Boyer
Professor of Education
Auburn University at Montgomery
Atlanta Highway
Montgomery, AL 36117
(205) 279-9110 Ext. 427

Board of Regents, University of Nebraska
Lincoln, Nebraska

The major goal of this project is to develop and revise survival modules for use with disadvantaged youth. This goal will be accomplished by revising existing youth survival modules and developing new and revised modules. They will be tested on youth being served in the Survival Training Center. The modules will focus on job seeking, job holding, career planning, and life goal setting.

Project Director:

Gary Meers
Associate Professor, Special Vocational Needs
300 W. Nebraska Hall
Lincoln, NE 68588
(402) 472-2365

Cheyney State College
Cheyney, Pennsylvania

Cheney State College will develop a training program for 30 unemployed black youth in order to provide the youth with a special blend of generic work competencies, basic and technical skills that will result in positive unsubsidized labor force participant. A mentor/supervisor will support and assist the student to follow a learning plan which includes:

- o Use of the PLATO system, a computerized, individualized self-contained learning system found successful with CETA youth;
- o Counseling and mentoring, peer counseling;
- o Work experience on campus; and
- o Credit courses.

Project Director:

Margaret Mitchell
Director of Employee Relations
Cheney State College
P. O. Box 382
Cheney, PA 19319
(215) 758-2410

City of Cambridge
Cambridge, Massachusetts

The City of Cambridge, Office of Manpower Affairs (CETA) will teach faculty from statewide community college systems the techniques of a successful, nationally recognized job search education model entitled, "Job Factory". The "Job Factory" model is a 1-month long period of job search skill training and disciplined job search activity. The major objectives of the project are: 1) enhance the professional skill of at least 32 faculty and staff members of the Massachusetts Community College system; 2) to introduce job search education on a broad scale within a postsecondary institution; and 3) to establish better linkage between CETA programs and community college systems in Massachusetts.

Project Director:

Jospeph Fischer
COMA
51 Inman Street
Cambridge, MA 02139
(617) 498-9049

Community Development Center, Inc.
Carson, California

The Comuniversity Enhanced Career Opportunities Program proposes to increase the educational and career opportunities of 30 or more economically disadvantaged youth 16- to 21-years-old. These youth will be Chicano, Samoan, or Filipino. They will be provided a career oriented work experience and classroom training involving basic skills and generic competencies during a 17-month model program at California State University at Dominquez Hills. The program will assist the target population youth to connect education and work through non-traditional methods such as cooperative and experimental education, work study experience, career exploration and practical internships.

Project Director:

Abel Salazar
Community Development Center, Inc.
550 Carson Plaza Drive
Carson, CA 90745
(213) 323-1293

Elgin Community College
Elgin, Illinois

Elgin Community College will offer for 40 Spanish-speaking CETA-eligible youths, a four component educational program in order to help them increase their opportunities for obtaining, retaining and upgrading employment opportunities. This will be achieved by offering students 160 contact hours of English language instruction, 192 contact hours of vocational English language as a second language combined with plastic technical skills training and 160 contact hours of group counseling sessions.

Project Director:

Juan Cruz
Elgin Community College
1700 Spartan Drive
Elgin, IL 60120
(312) 697-6090

Institute for Learning
Philadelphia, Pennsylvania

The Institute for Learning and Spring Garden College attempt to implement a technical training program combined with clinically based educational and career development model for postsecondary education of GED young adults, 17- to 22-years-old. Forty GED graduates experience postsecondary education by enrolling in a diploma or certificate vocational program based on their individual educational and employment plan. Some activities include student assessment, academic preparation, career motivational supportive services, and technical preparation.

Project Director:

Kathleen Donohue
Institute for Learning
1127 Walnut Street
Philadelphia, PA 19107
(215) 925-5881

Monroe Community College
Rochester, New York

Monroe Community College establishes a program with 80 unemployed high school graduates under 22-years-old. Component activities include academic training and remediation in such cognitive areas as reading, writing, and mathematics; academic courses in affective areas of counseling and interpersonal skills; and practical experience through on-the-job training primarily in small businesses. To facilitate the delivery of these services, the college will collaborate with area secondary schools to develop procedures for identifying, counseling, and recruiting eligible youth.

Project Director:

Barbara Goadenaugh
P. O. Box 9720
Rochester, NY 14623
(716) 442-9950

Oscar Rose Junior College
Midwest City, Oklahoma

Thirty Indian youth 16- to 21-years-old pursue a career in the field of Environmental Science with particular emphasis on Wastewater technology. The goal of the program is to assist students to enhance life coping skills, to improve study habits, to develop academic skills, to receive counseling which leads to personal awareness. Students will choose courses in one of three general career options available: Environmental Science, Engineering Technologies and Sciences. They will be placed in jobs in the Oklahoma City area or they will continue their studies toward Associate Degrees.

Project Director:

Karl Brandes
Chairperson, Engineering, Science Division
6420 Southeast 15th Street
Midwest City, OK 73110
(405) 733-7311

Pacific Lutheran University
Tacoma, Washington

Drawing upon a data base that can pinpoint pockets of community needs, the proposed Mobile Service Career Planning Unit will provide out-reach case management as well as direct services to CETA-eligible youth. Two innovative programs will be extended to youth. Pacific Lutheran University's Middle College, a program helping troubled or remedial youth bridge the transition from high school or joblessness to college, will provide service to a minimum of 200 rural youth in this proposed project. In addition, a competency based work certification project, an extension of Lutheran University's Accelerated Undergraduate Re-entry for Adults (AURA) program, will also be developed for rural CETA-eligible youth.

Project Director:

James Halseth
Division of Social Science
Pacific Lutheran University
Tacoma, WA 98447
(206) 531-6900

Saint Mary Human Development Center
Ridgeland, South Carolina

The Saint Mary Human Development Center, a community-based multifaceted education institution, intends to add a vocational training program to their secondary education unit. Forty young women will enroll and in 16 months will focus on basic skills development, job skills training coupled with job experience in non-traditional and traditional areas. Support services include child care, transportation, academic and personal counseling. Job placement occurs as each woman completes her educational training plan.

Project Director:

Gardenia White
Parenting Program Coordinator
Route 1, Box 177
Ridgeland, SC 29936
(803) 726-3338

Sinclair Community College
Dayton, Ohio

Sinclair Community College will adapt the proven Sinclair College methods of individualized assessment, goal setting, and program planning to the skill levels and needs of 100 CETA-eligible youths. Sinclair has achieved distinction in a manner in which it tests and places students according to their individual needs in developmental studies, GED, regular curriculum and the assessment of prior learning by portfolio development. Individualized programs may include co-op internships, apprenticeships, and other experienced-based learning.

Project Director:

Rosie Lynch
Sinclair Community College
444 West Third Street
Dayton, OH 45402
(513) 226-2819

Snow College
Ephraim, Utah

Some of the goals of Snow College's proposal are to: match job availability with skilled applicants, maintain practical, long-term degree and certificate craft programs which have accreditation and transferrability. CETA unemployed youth (300) will be invited to participate. Their vocational and generic skills will be assessed by various methods. The student will attain career awareness and match his interest and capability levels to lead to a career choice. Vocational and generic skills courses will be set up to meet students' needs, supported by extensive tutoring as required. A pre-employment workshop will be held at which post-testing of vocational and generic skills will be done as well as final prepration of the applicant for the job.

Project Director:

Boyd Brady
Developmental Education Center
150 College Avenue
Ephraim, UT 84627
(801) 283-4021

SUNY-Oswego
Oswego, New York

The purpose of the Oswego Project is to identify and serve the unemployed rural youth in the county. Participants will receive service and assistance from the college. Emphasis in the remedial phases of the program will be on generic skills. Participants will be placed in work situations on an alternating basis by the College's Cooperative Education Program. The work experience phase of the program will be augmented by a career exploration experience which runs concurrently with the remedial phase. Students completing the program will participate in the regular academic programs of the college.

Project Director:

Frances Koenigsberg
Experience Based Education Program
State University College at Oswego
Oswego, NY 13126
(312) 341-3026

University of Texas-El Paso, El Paso, Texas

The twofold outcome of this proposal is to expand guidance and counseling services to 100-150 youth and at the same time to train six-10 of CETA's counseling staff plus six-10 additional interns recruited from the College of Education. The total counseling staff will undergo 12 months of internship. The staff, while carrying a caseload of eight-15 clients, will be provided with intense training, through a core workshop course on vocational guidance and counseling. They will also enroll in regular courses in vocational and occupational information and counseling techniques.

Project Director:

Larry Hamilton
Adjunct Associate Professor of Education
Psychology
College of Education, Room 611
University of Texas, El Paso
El Paso, TX 79968
(915) 747-5401

Tuskegee Institute Tuskegee, Alabama

Tuskegee Institute will train 24 unemployed farm family youth (two from each Black Belt County in Alabama) in skills required to operate a small or limited resource farm. Youth, ages 16-21, from Black Belt counties in Alabama will develop technical and basic skills while participating in such activities as general farm management, basic record-keeping, mini-workshops relative to farmland ownership and legal ramifications, GED preparation. At the end of 16 months, most students may choose: 1) enrollment in a bachelor's program, 2) immediate employment, or 3) full-time development of their family-owned farmland.

Project Director:

Lena Anderson
Tuskegee Institute
Tuskegee, AL 36088
(205) 727-8111

Utah Technical College Salt Lake City, Utah

The Far West Laboratory Experience-Based Career Education has proven effective on the secondary level. Utah Technical College will adapt an E.B.C.E. program to the postsecondary level, and combine it with other career education activities already existing at Utah Tech. The emphasis will be on impacting the lives of unemployed youth by helping them make the shift from students to functioning adults able to seek a vocation and advance in that vocation. The program will be one half day, open entry/open exit. Up to 15 credit hours will be given.

Project Director:

Fred M. Civish, Jr.
Curriculum and Community Relations
431 South 6th EAst
Salt Lake City, UT 84102
(801) 328-8521 Est. 77

University of Wisconsin-Milwaukee Milwaukee, Wisconsin

This project will develop and test a model for the coordination and delivery of University educational and research resources to unemployed youth participating in CETA-funded programs. The project will establish a University Resources Board composed of the University and CETA youth program operators. This Board will direct the delivery of these educational services: 1) fieldwork placements for students to assist agency personnel and expand their educational abilities; 2) curriculums to develop long range work and educational skills; 3) outreach and referral to educational programs; and 4) research and technical assistance in program design and evaluation.

Project Director:

Mark Warhus
Employment and Training Institute
University of Wisconsin-Milwaukee
P. O. Box 413
Milwaukee, WI 53201
(414) 963-6007

Workers Assn. to Guarantee Employment
Central Falls, Rhode Island

WAGE is a program which proposed to organize four youth groups in communities in Rhode Island. The program will provide an informal education activity to assist youth in improving their employability. There will also be group training components to assist the organization in developing strategies in improving youth employment opportunities.

Project Director:

Henry Shelton
Executive Director
W.A.G.E.
410 Broad Street
Central Falls, RI 02863
(401) 831-0900

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Architecture/Planning: 5-R, 33-R, 50-R

Arts: 21-L, 57-L, 59-R, 88-L

Basic Skills: 3-R, 5-L, 9-L, 14-L, 16-R, 18-R, 32-L, 32-R, 34-R, 35-L, 47-L, 49-L, 50-L, 56-R, 65-R, 72-L, 73-L, 86-L

Business: 4-R, 37-R, 59-R, 62-R, 69-L

Career Education: 1-L, 3-R, 6-R, 8-L, 9-L, 12-L, 12-R, 21-R, 24-L, 27-R, 29-R, 32-R, 36-R, 41-R, 42-R, 56-R, 59-L, 61-L, 67-R, 75-L, 75-R, 76-L, 80-R, 81-R, 85-R

Coping Skills: 44-R, 59-L

Education: 24-R, 36-R, 46-L, 54-L, 55-L, 55-R, 58-L, 60-L, 77-L

Engineering and Technology: 44-L, 78-L, 88-R, 89-R

Environmental Science: 84-R

General Education: 2-L, 2-R, 6-L, 14-L, 15-L, 17-R, 18-R, 24-L, 30-L, 33-L, 35-L, 41-R, 43-R, 47-R, 60-R, 64-L, 66-L, 70-R, 71-R, 78-L, 79-L, 80-L, 83-R, 84-R, 86-R, 87-L

Graduate Study: 30-R

Health and Medicine: 38-L, 39-L, 63-L, 90-L

History: 58-R, 70-L, 79-R

Human Services: 1-R, 11-R, 13-L, 68-L

Humanities: 25-R, 36-L, 43-L, 51-L, 69-R, 74-R

Interdisciplinary Studies: 31-L, 33-L, 51-R, 84-R

Labor Education: 34-L

Law: 46-L

Life Planning: 1-L, 3-L, 9-L, 15-L, [illegible]-L, 26-R, 27-R, 29-R, 35-L, 37-R, 39-R, 42-L, 42-R, 43-R, 52-L, 65-L, 71-L, 75-R, 78-R, 79-L, 80-L, 80-R

Management: 62-R, 63-R, 73-R, 83-L

Mathematics: 5-L, 11-L, 28-L, 29-L, 45-L, 47-L, 73-L, 74-L, 82-R

Natural Sciences: 7-L, 10-R, 13-R, 27-L, 28-L, 28-R

Physical Education: 89-L

Public Policy: 68-L

Social Sciences: 1-R, 13-R, 16-L, 23-L, 25-R, 31-R, 40-L, 44-L, 69-R, 87-R

Trades: 12-L

Writing and Language Skills: 10-L, 27-R, 34-R, 36-L, 54-R, 64-R, 67-L, 68-R, 72-R, 76-R, 90-R

Women's Studies: 9-R, 42-L, 53-R, 58-R, 88-L

III. INSTITUTIONAL TYPE AND IMPACT

Business/Industry: 7-R, 42-L, 59-L, 88-R

College: Two Year

Public: 8-R, 17-L, 32-L, 42-R, 46-R, 56-R, 66-R, 68-R, 71-L, 73-R, 76-L, 83-R, 87-L, 87-R

Private: 23-R, 64-L, 80-R

College: Four Year

Public: 2-L, 9-L, 10-L, 16-R, 18-L, 24-L, 27-R, 29-L, 36-R, 45-R, 48-L, 48-R, 50-R, 58-L, 61-L, 64-R, 65-R, 69-L, 69-R, 72-R, 75-L, 80-L, 81-L, 83-R, 85-R, 86-R, 90-R

Private: 5-R, 6-L, 6-R, 8-L, 9-R, 14-L, 15-L, 16-L, 17-R, 22-L, 22-R, 30-R, 31-L, 32-R, 36-L, 39-L, 39-R, 43-R, 44-R, 49-L, 50-L, 55-L, 62-L, 62-R, 63-L, 67-L, 67-R, 68-L, 70-R, 73-L, 74-L, 78-L, 84-L, 86-L, 89-R

University: Graduate/Professional

Public: 5-L, 10-R, 11-L, 23-L, 28-L, 33-L, 35-R, 37-L, 40-L, 44-L, 47-L, 47-R, 49-R, 54-L, 55-R, 57-R, 66-L, 74-R, 75-R, 79-R, 82-L, 82-R, 83-L

Private: 11-R, 30-L, 31-R, 40-R, 45-L, 57-L, 61-R, 76-R, 77-R, 84-R

Community-Based Organizations: 1-L, 3-R, 11-R, 12-L, 12-R, 14-R, 18-R, 19-L, 21-L, 24-R, 25-L, 26-R, 34-R, 35-L, 38-L, 41-L, 41-R, 51-R, 60-R, 72-L, 88-L

Community Development Corporation: 37-R

Consortium: 1-R, 4-L, 20-R, 33-R, 37-L, 51-L, 56-L, 60-L, 63-R, 77-L, 83-R, 87-L, 88-R, 90-L

Educational Association: 2-R, 13-L, 26-L, 34-L

Government Agency: 54-R

Health Facility: 79-L

Library: 37-L

Media Organizations: 25-R, 29-R, 42-L, 65-L, 87-R

Museum or Zoo: 21-L, 21-R, 27-L, 28-R, 51-L

Outreach Center: 27-R, 75-R

Prison: 59-L

Professional Association: 4-R, 13-R, 14-R, 53-R, 58-R, 71-R

Proprietary School: 59-R

Public Educational Agency: 7-R, 19-R, 20-L, 43-L, 52-L, 52-R

Public Interest Group: 12-L, 46-L, 53-L, 81-R, 89-L

Research/Consulting Firm: 3-L, 15-R, 38-R, 85-L

Tribe: 70-L

Union: 78-R

Volunteers: 19-L

IV. PRIMARY POPULATION SERVED

Administrators: 2-R, 4-L, 8-R, 14-R, 15-R, 30-L, 45-R, 46-R, 47-R, 56-L, 63-R, 71-R, 83-L, 87-L

Adults: 1-L, 2-L, 4-R, 10-R, 12-R, 15-L, 17-L, 18-R, 19-R, 21-R, 22-R, 24-L, 27-R, 28-R, 29-R, 35-L, 37-L, 37-R, 39-R, 41-R, 42-R, 43-R, 44-R, 47-L, 51-L, 52-L, 52-R, 54-R, 57-R, 59-R, 62-L, 64-L, 68-L, 68-R, 71-L, 73-R, 76-L, 78-R, 80-L, 80-R, 87-R, 90-L

Artists: 59-R

Asians: 12-L, 20-R, 68-R

Blacks: 1-R, 13-R, 14-L, 14-R, 20-R, 23-R, 29-L, 49-L, 50-R, 62-R, 66-R, 68-L, 73-L, 88-L

Counselors: 8-R, 82-R

Elderly: 2-L, 25-L, 25-R, 43-L, 47-L, 66-R, 69-R, 79-L

Employed: 3-L, 4-R, 19-L, 34-L, 38-L, 63-L, 67-R, 69-L, 78-R, 85-R, 90-L, 90-R

Faculty - Regular: 2-R, 8-R, 13-R, 17-R, 27-L, 30-L, 31-L, 32-L, 38-R, 40-R, 45-R, 47-R, 49-R, 53-R, 54-L, 57-L, 58-L, 58-R, 60-R, 61-L, 71-R, 76-R, 82-L

Faculty - Adjunct: 10-L, 55-L, 77-L

Freshmen: 86-R

Full-Time Undergraduates: 5-R, 6-L, 6-R, 11-L, 14-L, 16-R, 18-L, 22-L, 23-L, 28-L, 30-L, 31-L, 31-R, 33-L, 33-R, 36-L, 39-L, 44-L, 49-R, 50-L, 53-L, 55-R, 58-R, 61-R, 66-L, 70-R, 71-R, 72-R, 74-L, 74-R, 75-L, 76-R, 77-L, 79-R, 81-L, 82-L, 84-R, 85-L, 86-R, 89-L, 89-R

Graduate and Professional Students: 4-R, 16-L, 30-R, 33-R, 40-L, 49-R, 50-R, 53-L, 57-L, 61-R, 90-L

Handicapped: 13-L, 47-L

High School Students: 7-L, 9-R, 12-L, 57-R, 64-R, 90-R

Migrants: 27-R, 34-R, 75-R

Native Americans: 4-L, 5-L, 7-L, 20-R, 56-R, 70-L, 73-R, 79-R, 83-L

Offenders or Ex-Offenders: 59-L

Part-Time Students: 2-L, 18-L, 74-R, 78-L, 82-L, 89-L

Policymakers: 30-L, 45-R

Professionals: 54-R

Rural Population: 1-R, 12-R, 37-L, 37-R, 42-R, 60-L, 62-L, 63-L, 75-R, 80-L, 85-R

Spanish-Speaking: 8-L, 14-R, 15-L, 20-R, 27-R, 34-R, 35-L, 41-L, 46-L, 48-R, 62-R, 68-R, 69-L, 72-L, 75-R, 88-L

Teachers: 9-R, 24-R, 27-L, 36-R, 55-R, 82-R

Tutors: 10-L

Underprepared Students: 32-L, 45-L, 47-L, 50-L, 51-L, 67-L, 86-L, 86-R

Unemployed: 7-R, 12-R, 27-R

Urban Population: 8-L, 11-R, 21-L, 21-R, 23-L, 28-R, 29-L, 29-R, 51-L, 51-R, 65-R, 66-R, 67-R, 68-L, 76-L, 77-R, 81-R

Women: 9-L, 9-R, 13-R, 15-L, 17-R, 26-R, 29-L, 29-R, 32-R, 35-L, 41-R, 42-L, 43-R, 51-R, 52-L, 53-R, 59-R, 61-R, 62-R, 63-L, 65-L, 68-L, 73-L, 82-R, 84-L, 88-L, 88-R, 89-L

Workers: 7-R, 83-R, 90-R

Youth: 3-R, 12-R, 28-R, 34-R, 75-R

All Students and Institutions: 20-L, 26-L, 60-R

V. REGIONAL LOCATION AND IMPACT

REGION I (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont) 5-R, 20-R, 21-L, 30-L, 42-R, 44-R, 45-L, 65-L, 65-R, 66-L, 66-R, 70-R, 76-L, 77-R, 80-L, 84-L, 84-R, 88-R, 89-R, 90-L

REGION II (New York, New Jersey, Puerto Rico, Virgin Island) 4-R, 7-R, 8-L, 8-R, 9-L, 9-R, 16-R, 18-R, 19-R, 24-R, 33-R, 34-L, 35-L, 36-L, 36-R, 51-L, 51-R, 61-R, 62-R, 64-L, 64-R, 68-L, 72-L, 75-L, 75-R, 86-R, 87-R, 90-R

REGION III (Delaware, Maryland, Pennsylvania, Virginia, West Virginia, District of Columbia) 2-R, 11-R, 14-R, 18-L, 21-R, 23-L, 24-R, 28-R, 31-R, 38-L, 41-L, 41-R, 43-R, 44-L, 50-R, 51-R, 52-R, 61-L, 71-R, 76-R, 81-L, 81-R, 85-R

REGION IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee) 1-R, 6-R, 14-L, 23-R, 27-R, 28-L, 37-R, 40-L, 45-R, 46-R, 49-L, 50-L; 62-L, 72-R, 73-L

REGION V (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin) 6-L, 13-L, 22-L, 22-R, 25-L, 32-L, 33-L, 40-R, 47-L, 47-R, 48-R, 49-R, 55-R, 57-L, 58-R; 59-L, 63-R, 71-L, 78-L, 78-R, 79-L, 80-R, 86-L, 87-L

REGION VI (Arkansas, Louisiana, New Mexico, Oklahoma, Texas) 3-R, 26-R, 32-R, 67-L, 77-L

REGION VII (Iowa, Kansas, Missouri, Nebraska) 39-L, 43-L, 54-L, 67-R, 74-L

REGION VIII (Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming) 1-L, 4-L, 17-L, 17-R, 34-R, 39-R, 55-L, 73-R, 79-R, 85-L

REGION IX (Arizona, California, Hawaii, Nevada, Guam, Trust Territory of Pacific Island, American Samoa) 3-L, 5-L, 10-R, 11-L, 19-L, 25-R, 29-L, 31-L, 38-R, 46-L, 59-R, 60-L, 68-R, 69-L, 69-R, 70-L, 88-L

REGION X (Alaska, Idaho, Oregon, Washington) 12-L, 12-R, 15-L, 24-L, 56-R, 58-L, 63-L, 82-L, 82-R, 83-L

MULTI-REGIONAL OR NATIONAL: 4-R, 7-L, 8-R, 10-L, 13-R, 15-R, 16-L, 20-L, 22-R, 26-L, 27-L, 30-R, 32-L, 35-R, 37-L, 42-L, 48-L, 52-L, 52-R, 53-L, 53-R, 56-L, 57-R, 58-R, 60-R, 74-R, 75-R, 77-L, 79-R, 82-L, 83-R, 89-L

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